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ABSTRACT

The monograph orders career education program components and assigns responsibility for their delivery, stating major differentiation areas and placing career development and the counselor's facilitating role at the center. The first three chapters review the modern history of vocational choice, career development, and career education concepts; draw implications for present career education programs; and discuss counselors' and computers' roles in some detail. Currently at a statemate due to the counselor's poorly defined role and resultant consumer dissatisfaction, guidance clings to a remedial model rendered inadequate by contemporary vocational maturity and career development constructs. Future career guidance needs to be a sequential, planned, developmental support system promoting increasing self-direction and self-support; four exemplary career guidance programs are cited. The status of the five presently operational computer-based career guidance systems is reviewed. Studies reveal guidance tasks which computers perform extremely well; high student appeal and low cost indicate that those should become computer functions, freeing counselor time for functions computers cannot perform. The final chapter presents a unified model for career education delivery and guidance, with role implications for teacher and community. Extensive appendixes include an annotated list of innovative programs and an annotated bibliography of relevant ERIC literature. (Author/AJ)

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STRUCTURE AND TECHNOLOGY FOR FACILITATING HUMAN DEVELOPMENT THROUGH CAREER EDUCATION

by

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With a List of Innovative Programs and
a Bibliography of Relevant ERIC Literature

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ERIC CLEARINGHOUSE IN CAREER EDUCATION
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PREFACE

It's a great time to be alive--over 40, thinking of near future career potentials, planning retirement life style for the future and being a woman. It's a great time to be alive, for I can be and become anything I choose. It was not always so. From the time I, a female, started school it was foreordained by society that a girl would, of course, be a mother and a wife. Until then she could be a clerk, a secretary or go to school to study to become a nurse or a teacher and then if anything happened she would have some skill whereby she could earn a living for herself and her family. Such was growing up in the 30's and early 40's, a time when teachers taught the 3 R's, when family and community helped you to know your vocational limits (realistically, of course) and when counselors were not even "invented" except in a few scattered schools of the northeast and midwest. Truant officers and deans took care of the "bad" kids and if you were really incorrigible or dumb they steered you into vocational courses.

Have we come much farther? In answer to that question Dr. Harris-Bowlsbey has introduced us to the new ways of looking at career development and career education, the functions of the primary in-school deliverers of services and the interfacing of career education with new technology that is designed to work for us and with us as we attempt to help all individuals reach the American dream in both social and internal life.

Since Sidney J. Marland, then Commissioner of Education, made his initial statements about career education in 1971 a plethora of materials and statements have appeared about the components of career education, the methods of delivery, the sequencing of content and activities, and the role of the various persons needed in the delivery of career education. We have moved from an initial emphasis upon occupational and vocational training to the present concern for career development as a life-long process. Career education, instead of being a happenstance according to teacher whim, is presented succinctly in this monograph as a sequentially planned program, available throughout the life span in a variety of settings, and leading toward vocational maturity in each case. The role of the counselor has thereby shifted from helping the student to find the appropriate job to developing career as an expression and a reflection of life development.

From the time of no emphasis or little emphasis on career to the establishment of an Educational Resources Information Center devoted to the collection and dissemination of information about career education is in some respects as much of a social achievement as putting a rocket into orbit was a scientific achievement. Dr. JoAnn Harris-Bowlsbey, who brings to this document a unique combination of skills from her life experiences as a teacher, counselor, and a developer of career guidance delivery systems, ably shows the needed integration of theory with practice. Though some may take issue with her ordering of the components of career education and her assignment of responsibility for delivery of each of these components in the career education program this monograph is a clear statement of the major areas of differentiation, presents one approach to the assignment of primary responsibilities, and places career development into the center of career education.

This particular monograph is released by the Clearinghouse with a great deal of pleasure. One of the original intentions of the Clearinghouse was to produce a document which would emphasize the guidance aspects of career education and the interaction of the counselor with others in the career education delivery system. This monograph, by one of the former Associate Directors of the ERIC Clearinghouse in Career Education, thus responds to the need for a deliberate planful approach to the counselor's role in the facilitation of career development.

Betty J. Bosdell,

Professor and Former Associate
Director, ERIC/CICE

DeKalb, Illinois
12 December 1975

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Chapter I

INTRODUCTION AND OVERVIEW

The choice of an occupation has always been a very important decision in our nation which is characterized by abundant diverse opportunity and unrivaled personal initiative. This choice generally follows only the marriage decision in personal and social priority, and the older generation gives of its resources and encouragement to make the vocational opportunity and success of the younger generation ever greater than its own. The hope is to provide even a better life for the young and thus to more completely fulfill the continuing American dream. Until the middle of the twentieth century, however, this phenomenon of selection of an occupation was characterized by a set of rather static concepts.

Vocational Choice Concepts of the Past

The first of these static concepts was that vocational choice is a one-time decision which should be made at some magic time in adolescence. There was a general notion that if a young person became a farmer, he would be a farmer for life or if a teacher, a teacher for life. The early vocational development theory of Ginzberg, Ginsburg, Axelrad and Herma (1951), now modified, (Ginzberg, 1972), illustrated this concept by its premise that vocational choice is irreversible. Further, this decision was slated to take place at some point in the late teens as if it were one last biologically-triggered step of puberty. Little concern was given to consideration of choice options or developmental preparation for choice before the appointed time.

A second static concept strongly allied with vocational choice of the past was that the choice of an occupation was primarily for the making of a living. The high priority consideration was whether the income derived from work would provide for the necessities of life or not. Work was a necessity for self and family maintenance and had to be accepted, boring or not. This same view, though somewhat modified, is also inherent in more recent manpower-tuned concepts of career choice which stress the need of the individual to train for and take positions needed in our society in order to keep our gross national product at high potential. Both of these views stress points of needed concern which are outside the individual.

A third static concept of vocational choice thinking of the past was that forces or organizational schemes outside the person exercise considerable influence on vocational decision. It followed that, if these could be understood, they could be used to facilitate vocational choice. The theory of Roe (1956), and the trait-factor and sociological approaches to vocational choice embrace this concept. In the case of Roe's theory, early childhood environment is presumed to play a highly significant role in choice with cold, rejecting environments producing scientific, thing-oriented choices and warm, accepting environments producing people-oriented choices, with a variety of shadings in between. Thus, according to Roe's theory, an individual is predestined to occupational choice by forces outside his or her control.

The trait-factor approach to vocational choice, predominant in the 1940's and 50's, substantially said "If we can find the mean on various characteristics, such as interests and specific abilities, of a representative group of successful and happy people in a given occupation and if we can secure the same data for a given individual, we can then help the individual match means and find a suitable occupational placement by doing so." Again, the emphasis was on the individual finding only an external point of reference to which to relate himself or herself.

The sociological approaches to vocational choice, those which stress the influences of the social milieu, leave the individual with even less internal control or initiative. They represent a kind of Vocational Deism. The society goes at its merry and hectic pace; the individual, by chance, finds himself or herself on an escalator which inevitably and irreversibly carries the individual to a chance destination. Vocational choice becomes a chance and unknown interaction of race, sex, opportunity, inherited abilities, education, etc.

Finally, past views of vocational choice have been characterized by a high degree of sex and race stereotyping. Women were to become housewives; those who deviated from the norm were to be secretaries, teachers, nurses, or missionaries. The real deviates who entered business at managerial level, or fought their way to become physicians, professors, or lawyers were considered to be over-masculine (witness the M-F scale on the Strong Vocational Interest Blank, 1969) and often worthy of less salary than their male counterparts. Blacks and other racial minorities were to fill the lower-level jobs in the society and were to accept their appointed position without protest. Almost all research done on the vocational choice phenomenon was done on white males. The world of important jobs was white and male.

Old Roles of Teacher, Counselor, Community, and Media in Vocational Choice

The roles which teachers, counselors, community, and media have played in assisting vocational choice in the past can best be understood in the light of these static concepts. The twentieth century teacher has responded to the influences of both ends of the subject matter-individual continuum and to all shades in between. Under some periods of stress, such as the post-Sputnik era, the learning of subject matter has been all-important. In some prior periods of humanism, such as the John Dewey era, the individual and personal growth and actualization were all-important. Neither end of the continuum afforded concern for the subject matter of occupations or the gaining of awareness sufficient to cause the meaningful relationship of self and career. The self-initiated teacher at the secondary or college level often brightened the classroom by relating its subject matter to possible occupational choice and utility, but such an activity was by no means stipulated in the curriculum guide.

The guidance profession had its genesis at the turn of the twentieth century. Since Parsons' Vocational Guidance Bureau, the profession has followed the beat of a number of drummers, as the society has made new themes clear. The counselor of Parsons' day had as a primary function the matching of men and jobs. The new industrial society needed such support. The counselor of the late 1940's was concerned with life adjustment. The new school counselor of the mid-century was concerned with test interpretation and the identification and cultivation of the nation's talent bank. The successor was more concerned with self-actualization through individual and group intervention and processing the schedules and schedule changes which came with increased curricular options and computer-afforded flexibility. Through all of these varying emphases, the provision of assistance with occupational choice has had very low priority. The college-bound student has received major time and attention, and choice of college or major was made as if there were no relationship between education and vocational choice. Vocational counseling was interpreted as assisting a below-average student to find a sub-average education or training so that he or she could find gainful employment - but it was a grimy job which few counselors wished to tackle. Creating knowledge of vocational opportunities was solely aided by the Dictionary of Occupational Titles (1965), heavy resource books, and file cabinets. The vocational choice problem, when handled at all, was approached in a preplanned interview in the sophomore or junior year and/or by offering a series of career conferences in which outside speakers talked about their jobs. A variety of interest inventories was also available in the Guidance Office for a slight fee.

With the advent of the Vocational Education Act of 1963 and its subsequent amendments (PL 88-210 and PL 90-576), vocational educators began to take on career information, training, and placement functions, and some special monies became available for specially-designated vocational counselors. Their task was to coordinate vocational counseling activities and to develop and implement one- and five-year program plans. Emphasis in these programs was upon vocational testing, provision of vocational information, secondary-level vocational training, and job placement. The practice adhered to the prevailing concepts of the nature of vocational choice.

The community, in vocational choice planning of the past, has been viewed as the receiver of the school's product, and the lines of communication were one-way. The school knew best what skills the employer needed, and after supplying the student with them, had confidence that the community would accept the product. The 1963 Vocational Education Act and its amendments placed the community in a different stance. Schools receiving funds were to perform local needs assessment surveys and then to involve employers in curriculum design and planning. Still, the role of the community was largely a static, receiving role.

The twentieth century age of technology brought with it a variety of media which the teacher and counselor could use in order to assist students with vocational choice: movies, filmstrips, tape recordings, videotapes. These were used by teachers and counselors as adjunct, short-term tools to assist with the limited vocational information task being performed. The media were usually selected by the counselor or vocational educator for use with a group of students on a one-shot basis.

Present Career Development Concepts

In an attempt to summarize the vocational choice concepts of the past, let us define vocational choice as a quite stable vocational selection which is made in late adolescence through chance, identification of interests or abilities similar to individuals in the chosen occupation, and/or significant early childhood influences. It is not our intention to deny the influence of early environment or chance or to negate the helpfulness of trait and factor tools and techniques. It is, however, our intention to assert that this perspective of the vocational choice phenomenon is far too limited for today's career guidance.

The extensive research and work of Holland (1973), Super (1953, 1957, 1963), and Tiedeman and O'Hara (1963) have provided a new definition of career development and a clearer understanding of its characteristics. In contrast to the characteristics of past views of vocational choice, we offer four new concepts in keeping with present theory.

The first is that career development is a lifelong process, which is usefully differentiated into definable stages which include developmental tasks, and coping behaviors. (Super, 1953, 1957, 1963). The process brings about a beginning vocational choice in late adolescence or early adulthood. This choice may change and emerge, forming a unique career pattern for each individual. Vocational development is as much a reality as emotional, physical, or social development and should be considered one component of the normal lifelong development cycle of all human beings. Continuing vocational maturation (Super, 1960; Crites, 1965; Westbrook, 1970) should be designed to provide the skills and awarenesses which individuals of all ages need in order to cope adequately with the developmental tasks which are characteristic of each of the successive life stages.

A second concept is that the choice of an occupation is at least as important for the making of a life as it is for the making of a living. Super (1953, 1963) proposes that the choice of an occupation is the implementation of a self-concept. Further, Super (1975) defines career as a sequence of positions in the life of an individual which creates a unique life style for that individual. These "positions" are various roles being played simultaneously and which together, and in interaction with each other, make a life. An adult may be simultaneously filling the positions, or playing the roles, of employee, spouse, homemaker, parent, citizen, and leisurite. The occupational role has a very significant effect on all of the other roles and together they form a career. Viewed within this framework, the choice of an occupation has significance immeasurably beyond the making of a living.

A third concept of present career development theory is that individuals can exercise a very large degree of control over career choices and emergence. Tiedeman and O'Hara (1963) and Miller and Tiedeman (1972) have focused attention upon the self as an agent in decision making and career. They propose that individuals can have increasing control as they go through a repeated informing process of self-awareness, understanding of personal style of decision making, integration and differentiation, and deliberate self-design. Although there is still a high degree of recognition that forces beyond human control impinge upon vocational choice and that manpower needs must be met, the new emphasis is upon assisting the individual to apply all of the personal sense of agency that is possible.

A fourth theme of present career development work is that the influence which race, sex, or minority-group membership of all kinds had in the past should be erased. All occupations are to be considered equally open options for individuals of all racial and ethnic groups and members of both sexes. Any hint of bias is to be removed from interest inventories, test norms, printed and audio-visual material and occupational titles. A wider range of career patterns should be available to both men and women.

Career Education Concepts

Most of the concepts presented here as new have been with us since mid-century. It has taken these twenty-five years, however, for them to come to fruition and to serve as a basis for the new career education movement. Career education is still not uniformly defined in this country, and its varying definitions reflect both the older vocational choice concepts and the newer career development concepts. The implications of the newer concepts which have been adopted by the career education movement seem to be:

a. Career education is a long, developmental, sequential process which should be undertaken at least from kindergarten through grade 12. More recent applications also stress the need for continuing career education in the adult years in order to assist the recycling adult;

b. Career education must create extensive self-awareness and self-knowledge, including knowledge of interests, abilities, values, and needs as well as extensive information about the external world of occupations;

c. Career education must contain components which assist individuals in uniting self-data and work data in personally meaningful ways by teaching and heightening awareness of the process of decision making; and

d. Career education must be for all individuals, especially handicapped, minority, and other previously ignored populations.

We have first substantiated the view that the career development theory of the past twenty years has been a primary contributory factor to the look of career education concepts and programs of the seventies. A second major contributing factor to today's career education concepts and programs is the current emphasis on and concern for accountability; that is, the measurement in concrete terms of the attainment of behaviorally-stated objectives. The increased pressure on the educational dollar has lead to a questioning attitude about the value of each of the programs competing for a portion of that dollar. This pressure has lead to the transfer of engineering models to the field of education-- to the more precise definition of input and output. This type of systems design has required that relatively precise behavioral objectives be formulated, that these be broken into ministeps with concrete ways of measuring attainment of each of these steps, and that materials and methods be found or created to assist individuals with the attainment of each of these mini-objectives. It is therefore very typical of existing career education models that discrete themes are identified, broken into sequential concrete objectives for each grade level, and that materials and techniques are identified for the accomplishment of each of the stated objectives. Further, techniques and instruments have been and are being developed to measure the degree to which each individual student has reached each of the objectives. In some sites, the accountability emphasis has gone so far that teachers receive additional merit pay in proportion to the percentage of their students who have completed a high percentage of the specific behavioral objectives. Thus, the implications for this second strain of influence on the present career education movement are: (1) the developmental process of career education can be broken into sequential, identifiable, discrete parts; (2) materials can be found or designed to implement each of these segments; (3) mastery of these identified subparts can be measured by observation of behavior.

A third strain of influence on the present career education movement is the attempt to return to the Protestant work ethic which has been so deeply a part of the American heritage. The increasing number of our young people who have opted for non-traditional life styles and who have rejected the concept that work must be a part of every individual's life has alarmed us as a nation. From the highest policy-making levels we have sought a way to turn our next generation back toward the work ethic of past generations. This has lead us to a number of old, but revitalized concepts, such as: (1) all work is honorable and needed in our society; (2) all individuals should have a marketable skill; (3) the main purpose of education is preparation for gainful employment; (4) four-year college is not by any means the only road to success, usefulness, or financial gain; and (5) education is successful only when it is able to achieve 100% placement of its students in jobs or further necessary preparation.

Each of these three contributing strains attracts its followers. The guidance profession feels in tune with the career development concepts. Curriculum specialists see real merit in accountability, individualized progression, and an organizing principle for the curriculum. Vocational educators endorse the return to education for job preparation and placement and the reduced emphasis on college attendance. The fact that career education has been accepted on a par with parenthood has contributed both to its phenomenal growth and to its imprecise, and often quite contradictory definitions. Presently its definitions range from the National Institute of Education definition as "education to assist an individual to adequately cope in the economic sector of society" to Tiedeman's definition of career education as the "capacitation of human aspiration." The Office of Education's stated definition is:

> 'Career education' is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. (USOE, 1974, p. 6)

In this definition "work" is defined as:

> conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others. (USOE, 1974, p. 5)

Summary

This opening chapter has briefly reviewed the history of vocational choice, career development, and career education concepts in the United States in the twentieth century. Having laid this historical basis and having drawn some implications for present career education programs, it is our intention to discuss in some detail the role of the counselor and the computer in career education. The final chapter will present a unified model for the delivery of career education and guidance with implications for the role of these, the teacher and the community in the total process.

Chapter 2

GUIDANCE FOR HUMAN DEVELOPMENT

Press for Moving the Guidance Role from Treatment to Development

Before attempting to describe the implementation of career guidance, it seems appropriate to define it. In 1951, Super recommended a new definition of career guidance which still proves acceptable today:

> Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society (Super, 1951).

The tasks of vocational guidance have been conceived as remedial, developmental, or both. The remedial approach offers the client assistance only at particular crucial points at which some diagnosis of difficulty can be made. Examples of such diagnoses might be that the client has not made a decision at all, that the client is uncertain about a decision already made, or that an implemented decision is perceived as unsatisfactory. Based on the specific diagnosis, the counselor then searches for tools and techniques to assist with this particular problem.

The developmental approach of the past has offered more assistance. For the mass of students, vocational development is assumed to proceed on course without outside support or intervention; however, certain points in the developmental continuum have been identified as crucial in the career decision-making process, and programs of guidance have been devised to enhance development at these points. Some crucial points are selection of high school courses at the eighth grade level, choice of sophomore level courses after freshman experience, junior year college or non-college planning, or senior year selection of college, technical school, or beginning employment.

From the beginning of Super's new vocational guidance concept in the 50's until the career education emphasis of today, guidance programs have operated on one or both of these models. Typical treatment for the remedial approach has been the use of techniques such as interviewing, aptitude testing, interest measurement, and assignment of research in reference materials about occupations. Typical procedures for developmental guidance include: (1) interviews at specified intervals about choice of school subjects, training path decisions, and specific training schools; (2) administration and interpretation of interest and aptitude measures; (3) career days; (4) field trips; and (5) use of printed and audio-visual occupational and educational resource materials.

In the opinion of the writer, guidance now stands at a stalemate in the mid-seventies. At mid-century it held out great promises of being all things to all people, of ameliorating a plethora of ills and problems. The hard data, even the soft data, which indicate that this has indeed been the case are wanting. Three difficulties of the guidance profession seem more plaguing than others: the still poorly defined role of the school counselor, the resultant dissatisfaction of the consumers of guidance, and the public cry for accountability.

Perhaps the present position of school counselors is some evidence of the validity of Holland's personality typology. Holland (1973) suggests that counselors' values are social, altruistic, idealistic, and ethical. Some evidence to support this contention is that they continue to accept more and more job duties; they continue idealistically to think that they are providing positive, meaningful assistance without clear objectives or evaluation; they do not define their appropriate role and then staunchly fight taking attendance, keeping pupil records, overseeing discipline, and other menial but necessary tasks. They continue to be trained for a Utopia that doesn't exist; they continue to be disillusioned about their experience in a field that sounds so challenging in textbooks; and they continue to vacillate between being all things to all people and nothing to any person. And so, because of their quandry about role, counselors spend upwards of 70% of their time in information-giving activities and scheduling, and they perform tasks that clerks, paraprofessionals, and others could do better. Counselors themselves, even in one school, do not seem to agree clearly on their role; whatever it is, administrators see it differently; and parents and students view it still differently. The clear definition of the role of today's counselor is a number one need and a prerequisite to future success.

The reality of very different perceptions of the counselor's role, from clinical psychologist to scheduler, results in dissatisfaction on the part of many consumers of guidance in the school setting. The principal is not pleased if the counselor does inaccurate paper work, even if that counselor does prevent the dropout of ten students during the school year. The student who expects the counselor to be an advocate and lawyer is not pleased if the counselor did not win his case, despite the wisdom of the case. The parent who wants long-term therapy for a youngster is not pleased even if the counselor does perfect paperwork and gets all of his counselees placed in educational institutions or jobs for the fall. It is therefore critical that the role of the counselor not only be clearly defined, but that that definition be made extremely explicit to the counselor's various publics within the school setting and within the community.

A third contributing difficulty is the current cry for accountability. The guidance profession is being asked to measure its effectiveness in concrete ways, and the supportive data are hard to produce. Counselors can say that the department interviewed 1200 students this year, responded to 1500 parent phone calls, and made 3000 schedule changes, but that's not enough. How can we measure the improvement in self-concept, the increase in better decision-making, the value of human support? We don't have the tools to measure these or operational definitions with which to define them. The lack of clear role definition and objectives cited above makes evaluation next to impossible. The result is that guidance suffers under the present accountability pressure.

In the stalemate, a large proportion of the school guidance profession still clings to its old established treatment patterns. Its emphasis is largely problem-oriented and interventionisic, not developmental. Its clients are specially selected, like the problem-laden or the college-bound, not all-inclusive. Its primary approach is one-to-one, not group. Its technique is interviewing, not designing experiences. Its stance is separatist, not cooperative with community and classroom.

Then Marland (1971), in his now classic speech, said that all education in this country should be career education. Segments of the educational community began to buy the idea. The vocational educators ran with it; the curriculum people accepted it; the rank and file of the guidance profession, however, doesn't know what to do with it and is, for the most part, ignoring it in silent hope that it will go away.

Thus, the reading of models and plans for the implementation of career education reveals very little about the role or function of the counselor in the new movement. The four models for career education -- school-based, experienced-based, residential-based, and home-based -- have given very little attention to the role of the counselor. The school-based model, where one would expect primary attention to be given to counselor role, developed its elaborate 32-theme matrix for teacher delivery through the curriculum. Well after this structure was built, the question of the role and function of the counselor was raised. A decision was made to assign a few of the thirty-two themes, including self-awareness, value clarification and decision-making, to the guidance program. Other guidance material was covered in teacher-taught curriculum units. The conceptual model proposed career awareness for grades K-6, career exploration for grades 7-9, basic levels of job preparation for grades 10 through 12, and advanced levels of job preparation for grades 13 and above. Intensive counseling support was suggested at each of these break points. The counselor functions and techniques which were ultimately proposed in the USOE-funded school-based model were traditional in nature, i.e., based on one-to-one decision point counseling with heavy emphasis on interest and aptitude measurement and the Dictionary of Occupational Titles structure of occupations.

Concomitant with the development of the USOE-funded school-based model at Ohio State University, tens of states began to work on state plans for the implementation of career education. The Wisconsin model serves as a good example. Three components--self, world of work, and planning and preparation--were identified; sixteen major themes were identified; and specific objectives in relation to these themes were detailed for each grade level. Again, the emphasis of this model is on the curricular implementation of career education, that is, on content curricular units, objectives, and appropriate grade level experiences for introduction and development of each of the themes and objectives proposed. This is the typical case for the hundreds of county, state, and national plans now in existence. A very important contributing factor here is that the school guidance movement has its stronghold at the secondary level. Elementary counselors are still relatively scarce. Conversely career education is being most broadly accepted at the elementary and middle school levels. Its impact has as yet not been great at the secondary level.

Careful reading of the literature of career education, however, suggests that counselors will be increasingly involved in career education, causing some changes in the role and function of the counselor. The patterns which appear to be emerging are:

1. The counselor will become increasingly involved in curriculum development. He or she will work with teachers in both

consultive and participatory roles to develop curricular units which have a strong guidance and career development base.

2. Certain themes, now accepted as being very critical to the career education process, will be the specific responsibility of guidance personnel.
3. Counselors will work more in support of developmental growth for all students, not only in crisis point counseling for problem students. Counselors will become involved in actively teaching life skills such as inter-personal relations, problem solving, and decision making.
4. Counselors will work more with groups of students in a variety of ways, including group instruction in guidance units. One of the highest priority themes will be self-knowledge or self-awareness. Groups will be used for differential treatment, placing students together who have a similar interest, need for similar exploratory experiences, or similar levels of vocational maturity. Beyond instruction, counselor-lead activities may include role-playing of jobs, engineering of reality-testing situations for students, field trips, use of selected audio-visual and computer-based material, and evaluation of results.
5. Counselors will work much more interactively than they presently do as integral members of a team. This team will certainly include classroom teachers and members of the community; it may also include parents and representatives from state and federal agencies.
6. Counselors will assume a much larger public relations role, with parents, teachers, employers, community, and educational institutions.
7. Counselors will increasingly become program designers and evaluators. They will design and coordinate information resource centers, lead in appropriate curriculum development, and evaluate outcomes.
8. Counselors will increasingly be called upon for accountability. They will increasingly be asked to make their goals explicit, to relate their techniques and job duties to these goals, and to secure specific, definable, and measureable outcomes.
9. Counselors will supplement these professional activities by adding paraprofessional and other support personnel (e.g. community aides, parents, employers, peers, placement specialists) to the school's guidance and counseling team.

Some of these changes are already apparent in the 1975 statement of the American Personnel and Guidance Association called "Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education." In this position paper, the American Personnel and Guidance Association states that the following are appropriate professional roles for the counselor:

1. Provide leadership in the identification and programmatic implementation of individual career development tasks.
2. Provide leadership in the identification, classification, and use of self, educational and occupational information.
3. Provide leadership in the assimilation and application of career decision-making methods and materials.
4. Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons, females, and others who may be affected.
5. Provide leadership in expanding the variety and appropriateness of assessment devices and procedures required for sound personal, educational and occupational decision making.
6. Provide leadership in emphasizing the importance and carrying out the functions of career counseling.

The position paper continues by saying that counselors should also be active participants in several other key career education activities, specifically:

1. Serving as liaison between the educational and community resource groups.
2. Conducting career guidance needs assessment surveys.
3. Organizing and operating part-time and full-time educational, occupational and job placement programs.
4. Conducting follow-up, follow-through and job adjustment activities.
5. Participating in curriculum revision.
6. Participating in efforts to involve the home and family in career education.
7. Participating in efforts to monitor and assess operations and communicating the results of those activities to other practitioners and clientele, as appropriate.

With our present knowledge of the constructs of vocational maturity and career development, it is apparent that the old treatment model of career guidance is inadequate, and that the emerging patterns need strengthening and structuring. Career guidance of the future needs to be a sequential, planned, developmental support system. This system should be built in such a way that the individual becomes increasingly self-directed and self-supporting as progression is made through the various developmental stages of growth, exploration, and establishment (Super, 1957) and the combination of various life roles which make up career.

From a careful study of the career development theories of Super (1957) and Tiedeman (with O'Hara, 1963, and Miller and Tiedeman, 1972), there is evidence that a planned developmental support system should have at least the following components: (1) activities for the formation and clarification of self-concept; (2) activities which promote broad exploration of educational and occupational alternatives, (3) activities which assist individuals to relate self-information to occupational and educational information, (4) deliberate teaching of decision-making and career-planning skills, (5) opportunities for reality testing, and (6) assistance with implementation of choices.

Super (1963) proposes that choice of career is the implementation of self-concept and that the self-concept is a continuously emerging and differentiating self-image. This self-image, hypothesized, is an interaction of that which we would like to be, that which we think we are, and that which we think others think we are. Super's proposition has been reasonably well backed by research data (Super, 1963), and the implications are clear that occupational information alone is not sufficient to assist an individual with a good occupational choice if he or she does not first have adequate knowledge of self.

The building and continuous refinement of a self-image or of self-in-situation (Tiedeman and O'Hara, 1963) is a process which takes place through a series of experiences and awarenesses in an individual's life. Super (1963) talks about the gaining of self-percepts, which are sensory snapshots of self, and of their integration and refinement into self-concepts, then self-concept systems. Those parts of the total self-concept system which relate to career form the vocational self-concept. Tiedeman and O'Hara (1963), in a similar vein, address themselves to a discussion about the process of epigenesis, or the continuous, ever more aware ability to look in on self, through the processes of differentiation and integration.

Finding ways to turn our theoretical understandings into guidance practice is not an easy task, and the profession does not have neatly built and tested practices to do so. We know that the development of self-concept involves having adult role models to copy, being subject to chance experiences which help us to learn about ourselves as we place ourselves in new situations, using objective data which we receive about ourselves, and receiving feedback from others as we interact with them. Much of the formation of self-concept happens outside the control of the school.

The rationale for the second suggested component, activities which promote broad exploration of educational and occupational alternatives, lies largely within existing decision-making theory. All models of decision-making advocate the identification of alternatives as an early step in the decision process. As human beings, we are probably seldom capable of identifying all alternatives which are open to us, especially in educational and vocational decisions. Despite this shortcoming, however, increased options provide increased freedom, and choice can only be exercised from among options which are known. We do know, in fact, that much of the narrowness of vocational choice which is characteristic of women and other minorities is due to their inability to accept a broad set of options, either because these options are totally unknown, or if rationally known, not personally accepted as real options. Further, we know that the approximate level of aspiration is set in childhood, and that this has a powerful limiting effect on options. The clear implication is that activities must be planned in a supportive, developmental guidance program which enhance breadth of exploration and remove artifical limiting factors.

The third component, the bridging of self- and other-information, is an obvious one, but one for which we have very few tools and techniques. Tiedeman (1972) defines information as facts and data which have been massaged by an individual and made personally relevant. Katz (1963) talks about the need for information systems which allow each individual to approach data and data files in ways which have personal relevance. This third component is the finding of ways to assist an individual to translate what is known about self into occupational terms and to find occupations in which known abilities, interests, needs, and values can be used and fulfilled.

Our second component spoke of the need to broaden alternatives. Our fourth component speaks to the need at appropriate times in the vocational development process to narrow alternatives. Narrowing alternatives by some personal algorithm to the point of satisfying choice is the essence of decision-making. Miller and Tiedeman (1972) have proposed that decision-making is a complex internal process centered in self and that there are identifiable stages and conditions in the process which relate to the status of the problem, the psychological inner processes of the decider, and the level of awareness of the decider. Their most significant contribution to the field of decision theory has been the heightening of awareness that decision-making is an internal and controllable process within the individual, not an external happening outside the individual. This known fact strongly implies that individuals can be assisted in deliberate interventionistic ways to become aware of their present decision-making strategies and consequences. The proposed developmental support system must contain components designed to improve decision-making skills in order to place individuals in greater control of their own lives.

Super (1963) has proposed that self-concept formation and clarification take place partly through role testing. Further, he says that the counselor should be a supreme engineer of experiences for individuals, assisting them to find ways to take on new roles for the deliberate purpose of finding out if the assumed role is congruent with self-image. The clients of our proposed developmental support system need planned and engineered ways in which to try out tentative choices and experience self-snapshots in as low-risk, noncommital an environment as possible.

From extensive self-knowledge, broad exploration of options, translation of self-information to vocational options, deciding skills, and planned reality testing should come choice or the listing of more than one preference in priority order. The task of the developmental guidance program now is to assist the individual to understand the various ways by which to implement those choices and to provide whatever assistance may be needed in the implementation process. This process may involve the selection of a military training program, the application to a college, the finding of a suitable job, or application for financial aid.

Our first proposition about career guidance programs of the future is that they need to be planned, sequential programs for all students containing at least the components which have been enumerated here. They should be in support of normal vocational development over long periods of time rather than solely problem-oriented or decision-point-oriented in nature.

Our second proposition about career guidance is that its process goal should be the facilitation of career development. The construct of vocational maturity is a relatively new one, growing from Super's Career Pattern Study (Super and Overstreet, 1960) and the more recent work of Crites (1965) and Westbrook (1970). Vocational maturity is an age-related concept; it is the ability to cope adequately with the vocational developmental tasks which face an individual at a given age or life stage (Super, 1963). Super has proposed five vocational developmental tasks: crystallizing a vocational preference, specifying a vocational preference, implementing a vocational preference, stabilizing in a vocation, and consolidating status and advancing in a vocation. Further, he has identified specific vocational behaviors which accompany each of these tasks. By way of illustration, the eleven attitudes and behaviors related to the task of crystallization are as follows:

1. awareness of the need to crystallize
2. use of resources
3. awareness of factors to consider
4. awareness of contingencies which may affect goals
5. differentiation of interests and values
6. awareness of present-future relationships
7. formulation of generalized preference
8. consistency of preference
9. possession of information concerning the preferred occupation
10. planning for the preferred occupation
11. wisdom of the vocational preference

The crystallization task is appropriate for the early and middle years of adolescence. Thus, the attainment of these specific behaviors and attitudes could be taken as the goal for the guidance program during these years, and specific activities could be designed to provide these behaviors and attitudes.

Definitions of vocational maturity differ somewhat although there is a great deal of overlap. To Super, vocational maturity is the ability to perform appropriate developmental tasks as well as or better than others who are in the same life stage by age or the same developmental task period. In other words, vocational maturity is always in relation to age and to the tasks with which an individual should be coping at that age. Critical components of vocational maturity include awareness of need to plan (present-future relationships), knowledge and use of informational resources, and decision making skill, measured by Super's Career Development Inventory (Super, et al, 1970). Crites (1974) has emphasized slightly different components of vocational maturity, namely, career choice attitudes, career choice competencies, consistency of career choices, and realism of career choices measured by the Career Maturity Inventory (1973). He stresses the comparison of a given individual in his development to others at the upper chronological end of the life stage in which the individual is, regardless of whether it is the life stage in which he is expected to be or not. The American College Testing Program, in its Assessment of Career Development (1972), has developed scales to measure occupational awareness, self-awareness, and career planning and decision-making knowledge and involvement, implied components of vocational maturity.

Thus, conceiving of vocational maturity as the continuing goal of career guidance facilitates the development and evaluation of a guidance program. Once vocational maturity is operationally defined in a given setting or for a given age group, techniques and activities can be devised or selected which attempt to produce the awarenesses or cognitive knowledge desired. These specifically-stated objectives or outcomes can then be used as milestones to evaluate the progress made by individuals and the group. Further, these clearly defined outcomes and/or the measures of vocational maturity cited can be used as a basis for differential treatment of individuals or groups of individuals. Those sophomores who score in the upper quartile on the self-knowledge scale of an instrument must be different from those who score in the lowest quartile, and the treatment needed by each of these groups must be different. Thus, the construct of vocational maturity provides us with process goals, product goals, a method to measure effectiveness, and a basis for differential treatment.

A third characteristic of guidance programs of the future must be that they are available throughout the life span in a variety of settings. The traditional vocational guidance programs of the past have been confined to the secondary school level. The elementary guidance movement combined with the present career education movement has extended them to the elementary years. The community college movement extended traditional guidance programs through grade 14. There is now awareness of a desperate need for continuing guidance through the adult years, available through colleges, community centers, state employment agencies, correctional institutions, the military, and rehabilitation agencies.

Finally, a fourth need for guidance programs in this age is that they be in symphony with a variety of other programs. As we have seen in the preceding chapter, the teacher plays a leading role in the new career education movement. The succeeding chapter will speak to a more significant role for media, especially computers, in the career development process. The new curricular models are making much heavier use of the community both as a place for exploration and for reality testing. There is an increased emphasis on cooperation of the school with the State Employment Agency for information about local and national manpower trends and for job placement. These movements indicate that the counselor and the guidance program must find their appropriate place in a synchronized delivery system which is making use of teachers, media, and community to best advantage.

Some Exemplary Programs in Career Guidance

Appalachia Educational Laboratory's Career Decision Making Program. Funded by the National Institute of Education, the Appalachia Educational Laboratory is currently completing the development and field testing of a systematic career guidance program for use with students at the secondary level. The materials are designed in such a way that they can be used by counselors in group guidance sessions or by teachers or counselors in regular courses or mini-courses. The materials have three primary objectives: (1) to provide an organized system of occupational exploration, making use of standardly available reference materials and a low-cost multivariate search system; (2) to teach decision-making skills which can be applied both to present and future career and life decisions; and (3) to provide a framework for understanding self and for relating that self-knowledge to occupational alternatives.

The entire system consists of (1) fifteen career guidance units with filmstrips, student materials, and a utilization guide; and (2) a career information system. The topics of the fifteen career guidance units are:

1. Career Awareness
2. Self-Exploration
3. Occupational Information
4. Decision Making
5. Interests
6. Work Activities
7. Work Situations
8. Aptitudes
9. Work Conditions
10. School Achievement
11. Work and Leisure
12. Economic Influences
13. Social and Family Influences
14. Career Planning and Decision Making
15. Your Future

The Career Information System, organized around the Dictionary of Occupational Titles and the 114 worker trait groups, provides an organizational scheme for integrating all standard reference materials and relating them to the experiences in the fifteen guidance units. Further, it provides students with a way to relate self-information and preferences to occupations by sorting through worker trait groups, using a manual sort system, by a single characteristic or by a combination of characteristics. For further information, write to the Career Decision Making Program, Appalachia Educational Laboratory, Box 1348, Charleston, West Virginia 25325.

Operation Guidance (Career Planning Support System). Operation Guidance is an outgrowth of the extensive work done by the Ohio State Center for Vocational Education on the Comprehensive Career Education Model (CCEM). Rather than a set of guidance materials, it is a process, with associated instruments and procedures, for assessing local guidance needs and for available local resources for meeting them. The system defines and helps local schools to implement the following steps: (1) identify local student needs; (2) derive program goals from statements of student needs; (3) derive behaviorally-stated objectives from the goals for the career guidance program; (4) implement career guidance methods that enable staff and students to achieve the stated behavioral objectives; and (5) install a subsystem for collecting, analyzing, and reporting evaluative information on student achievement of behavioral objectives, changes in the resources available for career guidance, and changes in student needs. For further information about this system, contact the Center for Vocational Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio, 43210.

A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-up. The American Institutes for Research (Palo Alto, California) is in the process of developing and field-testing a series of competency-based modules and workshops designed to provide guidance personnel with the skills needed to organize their programs effectively. Content includes assessing the desired outcomes and current status of programs, developing goals, writing student performance objectives, mapping out strategies to achieve these objectives, conducting formative and summative evaluations, and disseminating resultant information. For further information, contact Dr. G. Brian Jones, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302.

Mesa Approach to Career Guidance, Counseling, and Placement: Mesa Public Schools, Arizona. This comprehensive approach has four components: (1) planning programs, (2) structuring programs, (3) implementing programs, and (4) making decisions based on program outcomes. Each of the components is accompanied by an appropriate type of evaluation. Starting with a guidance needs assessment, this project is an accountability-based model aimed at designing program objectives to meet students' needs. Context, input, process, and product evaluations are used for each of the respective components. It is anticipated that this approach, used successfully in the Mesa Public Schools, will serve as a prototype for other schools. For further information, write Dr. Byron E. McKinnon, Coordinator of Guidance, Mesa Public Schools, Guidance Services Center, 14 West Second Avenue, Mesa, Arizona 85202.

Chapter 3

TECHNOLOGY FOR CAREER GUIDANCE

Within the past decade, a small group of guidance professionals in the United States has started to capacitate the potential of the computer as a medium for the delivery of career information and guidance. During this decade approximately thirty computer-based systems have been developed. These range from batch-processing systems, those in which a user completes a questionnaire and sends it to a computer center to be processed with others within one to thirty days or so, to highly sophisticated on-line systems, in which the user interacts directly and immediately with the computer. The content of these systems ranges from programs designed to assist students with a specific task, such as college selection, to comprehensive systems designed to assist students, counselors, administrators and teachers with a large variety of tasks. Further, they range conceptually from intention to provide prestored and known data to intention to assist the user to generate new data and awarenesses previously unknown to either the user or the system.

The rationale for the use of the computer in the delivery of career information and guidance lies largely with its potential to perform certain tasks needed in guidance. Career guidance is based upon the premise that individuals need assistance in their several cycles of making sequences of decisions which lead to a beginning career choice and a continuing career pattern. It is accepted as a valid premise in decision making theory that there is a direct relationship between the amount of information possessed by a decider and the quality of his or her decision. It is supposed that as information increases the probability of a poor decision decreases. Further, it is accepted that individuals have different readiness levels for decision making and need individualized attention in the process. Good decisions require self-knowledge, the relating of self-knowledge to environmental knowledge, and the opportunity for the decider to relate self to information in a way which has personal meaning. In the light of these basic theoretical assumptions, the computer has several important potentialities to offer: namely, (1) the ability to store, retrieve, and instantly update masses of data, (2) the ability to interrelate data about the user with data about the environment, thus generating new personal data, (3) the ability to provide differing treatment to different individuals, based upon the user's choice or the system's pre-design, (4) the ability to give the user control over the system and to approach its data files in a variety of different ways, and (5) the ability to monitor and keep track of the individual's use of the system for the purpose of review, clarification, or other types of feedback.

Interviewing or interchange has been accepted as the basic tool of counseling since its genesis. The development of television-like terminals (called cathode ray tube terminals), typewriter terminals, and transmission of data via phone lines allows the construction of structured dialogues, simulating interviews, between the computer and the user. The computer can be programmed to provide a large number of differing responses and treatments based upon the analysis of the input provided by the user, thus simulating human interaction and interviewing.

Of the thirty diverse systems developed in the past decade, five remain predominantly in the field at this time. Characteristics of those which have survived are: (1) they are of the direct-inquiry type, that is, they are interactive, on-line systems using terminal devices which give the user direct and immediate access to the computer, as opposed to batch-processing systems; (2) they are cost-feasible, ranging from $2.00-6.00 per student hour of use; (3) they make use of standard computer terminal equipment, as opposed to specially-designed single-purpose equipment, and (4) with the exception of the System for Interactive Guidance Information (SIGI), they are directed to school populations at the secondary level.

Five Computer-Based Career Guidance Systems

This section briefly reviews the status of the five presently operational systems. All five utilize time-sharing computing--that is, terminal devices are hooked via phone lines to a large central computer. This type of system allows the use of a computer program by multiple users in various locations. The computer services these terminals in rotation, but at such high speed it appears that all sites are being serviced simultaneously. Typically, a student user "interacts" with the computer by pressing appropriate keys on the terminal device. Further, all of these systems have been designed for and are being used by individuals at the seventh grade level and above.

Computerized Vocational Information System (CVIS). CVIS, developed at Willowbrook High School (Villa Park, Ill.) and largely funded by the Illinois

Division of Vocational and Technical Education, has three distinct subsystems. The first and largest provides career guidance experiences for direct student use. The guidance subsystem has 10 distinct subsystems: (1) the exploration of approximately 400 occupations in an organized way and in relation to personal data about the student (for secondary level); (2) general information about four-year college planning and a search strategy for finding colleges with desired characteristics from a data file of 1,667 four-year institutions; (3) detailed information about local community colleges; (4) general information about specialized and technical schools and a search strategy for finding local ones that have training programs needed for occupations specified by the student; (5) general information about apprenticeships and specific information about entering apprenticeships locally; (6) general information about job seeking and a search strategy for finding local job openings; (7) general information about the military service, ROTC programs, and military academies; (8) a search strategy to find financial aids applicable to the searcher; (9) a program to assist the user in reviewing his or her own school record to date and in registering for the following year's courses in keeping with the school's graduation requirements and the student's personal career plans; (10) a program to help students of junior high school age explore the world of work by means of Holland's six vocational personality clusters.

The second CVIS subsystem provides counselors and administrators with a group of on-line computer functions, including display of student records, updating of texts and data files, scheduling of students, schedule changing, attendance keeping, and monitoring of student use of the system.

The third CVIS subsystem provides teachers with an easy author language for the construction of computer-assisted instruction units and a basic monitoring program for the operation of these units.

CVIS is programmed in basic assembly language and is therefore easily usable on IBM 360 and 370 computers. Its programs have been modified to make use of a variety of cathode ray tube and typewriter terminals. The program is now owned by the CVIS Consortium and is available from the CVIS Distribution Center for $900-1000. CVIS is now used by approximately 250 schools in the United States. These sites range from middle schools to four-year colleges and from single-terminal installations to installations of 80 terminals. An active consortium of users has been formed for the sharing of modifications, evaluation, and the cost of updating data files. For further information, write to: CVIS Distribution Center, Western Maryland College, Westminster, Maryland 21157.

Occupational Information Access System (OIAS). OIAS is the computer-based information retrieval component of the Career Information System, a statewide interagency consortium designed to provide current labor-market information for individuals, schools, and agencies in the State of Oregon. It was developed at the University of Oregon through a grant from the United States Department of Labor.

The system has six components. The first is QUEST, an introductory questionnaire that helps students assess their own interests and abilities. Students complete this questionnaire off line and then enter their responses at the computer terminal. At this point the computer produces, from a data file of 230 occupations, a list of those occupations which meet the specifications set by the user. The student is encouraged to explore different occupational alternatives by changing the responses to the questionnaire items and receiving different lists.

The second and third components of the system are the occupational data file and the training data file. After the computer has produced a list of feasible occupations, the student may ask for a 300-word summary of each of the occupations, including state and national labor market information, the nature of the work, and the working conditions. Further, the education and training data file may be called on at this point to make a list of the educational and training opportunities in Oregon for the occupations being considered by the student. Further development of educational information is currently under way.

The fourth component of the system is a bibliography of materials about occupations. The fifth is a collection of taped interviews with workers in each of the occupations, and the sixth is a computer-stored file of names of local individuals who are willing to discuss their occupations with students considering them. The computer provides the user with information about the availability of the interview cassettes and the local visitations as individual occupations are considered

OIAS is also written in basic assembly language and readily usable on IBM computer equipment; a later version of the program has been written in basic language for operation on a Hewlett-Packard 2000C configuration, making use of typewriter terminals. OIAS is fully implemented in 200 schools of the Eugene and Portland Metropolitan areas and the southern Oregon coast area, serving a majority of the junior and senior high school students of the State as well as community colleges, four-year colleges, and social agencies. For further information, write to: Dr. Bruce McKinlay, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403.

Education and Career Exploration System (ECES). The first version of ECES was designed and implemented by the Advanced Systems Development Division of the International Business Machines Corporation. After field trial the system was substantially modified and implemented in the schools of Genesee County, Michigan, with substantial funding from the Mott Foundation. In late 1971, IBM discontinued development of the system and gave the program to the State of Michigan.

ECES makes use of two pieces of equipment in order to assist the user with career planning. The first piece of equipment projects, under computer control, a film image display. The film images are contained on cassettes which the student is instructed to insert at appropriate times in the exploration process. The device is used for the presentation of standard messages, which all students receive, and for graphic and pictorial displays. The second piece of equipment is a typewriter terminal, used to relay information that is tailor-made for the student and contains data from her or his personal record.

ECES provides three on-line components and one off-line component. The first of these provides an opportunity to explore 400 occupations. The system contains 18,000 individual color film images, including 1,000 on-the-job pictures and 1,000 simulated work problems. The second component is used for exploration of majors, or 400 postsecondary programs of study. This section informs the student about high school and college courses required to qualify for a particular occupation, including description of 6,000 courses. The third component is made up of charts that allow personalization of the exploration process by integrating information about the student's abilities and interests with information about the occupations or majors under consideration. It organizes the data into useful displays which are printed by the typewriter so that they can be kept by the user. The fourth component, off line and in batch-process mode, is the Institutions Finder. It allows the user to complete a questionnaire indicating the size, geographic location, entrance requirements, and other characteristics desired of colleges, junior colleges, or technical-specialized schools. The data gathered on this questionnaire are then run against the computer-stored data file of schools, and a list of viable options is printed for the user.

ECES is currently operational in several schools in Genesee County, Michigan. Extensive revisions have been made in the guidance system and in the equipment configuration. For further information, write to: Mr. Alva Mallory, Genesee Intermediate School District, 2413 West Maple, Flint, Michigan 48507.

Guidance Information System (GIS). GIS was initially developed by the Interactive Learning Systems, Boston, Massachusetts, which included among its staff several who had worked on the Information System for Vocational Development (ISVD) at Harvard University. The system provides an interactive search strategy for identifying a list of colleges, occupations, technical-specialized schools, or financial aids that have the characteristics desired by the user of the system. The user is provided with a booklet which lists all of the characteristics. The user enters his or her selections one at a time and is told by the system after each entry how many options still qualify. The system provides maximum flexibility for adding or deleting characteristics and for movement from one data file to another. Besides a tailor-made list, the system yields descriptive information about the colleges, technical schools, occupations, or financial aids on the generated lists. Contrary to the three systems previously described, no personal data about the user are stored.

GIS is currently a commercial operation offered by Tim Share Corporation (Hanover, New Hampshire) and Houghton-Mifflin (Boston, Massachusetts). Computer service and data files are provided by a lease arrangement through regional telecommunications networks attached to Hewlett-Packard 2000C processors. Individual schools that subscribe to the service install teletypewriter terminals and make use of regular voice-grade phone lines. For further information, write: Time-Share Corporation, 3 Lebanon Street, Hanover, New Hampshire 03755.

System for Interactive Guidance and Information (SIGI). SIGI is under development at Educational Testing Service in Princeton, New Jersey. Financial support has been provided by the Carnegie Corporation and the National Science Foundation. The target population of the SIGI system is community college students, and the primary goal is to help users make better career decisions through the application of an informed decision making process.

SIGI has four major subsystems: Values, Information, Prediction, and Planning. The Values subsystem presents the user with 10 occupational values: high income, prestige, independence, altruism, security, variety, leadership, interest, leisure, and early entry. Users are asked to assign a degree of importance to each of these by distributing a fixed sum in any way they choose.

Discrepancies and conflicts of values are tested by the playing of a values game which presents a series of dilemmas. Playing the game may result in reassessment of the priorities originally assigned to the values.

The Information component of SIGI provides both a search strategy and an information retrieval capability. The five values rated highest by the user are used by the system to search the data file for occupations that will satisfy each of the values at the level set by the inquirer. This search strategy produces a list of occupational options. The user may then ask for specific information about each of these options or for individual elements of information about two or three occupations simultaneously for the purpose of comparison.

The Prediction subsystem allows the user to receive predictive statements about his or her probability of success in given courses or curriculums related to an occupational choice at a given community college or colleges. These statements are based on locally built experience tables that utilize the experience of past graduates and the high school rank and selected test scores of the user. The Planning subsystem assists the student with specific step-by-step planning from the present point to implementation of career choice.

SIGI is designed to operate either as a stand-alone system with a local minicomputer or as a remote service with a larger central processor serving a number of schools via telephone lines. A PDP-11 minicomputer is currently being used with cathode ray tube terminals. SIGI has undergone a field trial, and plans for broader field trials and dissemination are in process. For further information, write: Dr. Martin Katz, Educational Testing Service, Box 592, Princeton, New Jersey 08540.

An Example of Future Systems: DISCOVER

At the time of this writing, the latest computer-based guidance system, called DISCOVER, is nearing the end of development and is being prepared for field trial. This system was conceptualized by JoAnn Harris-Bowlsbey and members of her former CVIS team. DISCOVER therefore represents a second generation system which may predict something about the direction of future computer-based guidance. DISCOVER, though having some of the same objectives as CVIS, is a totally new product. Conceptually, it has these differences:

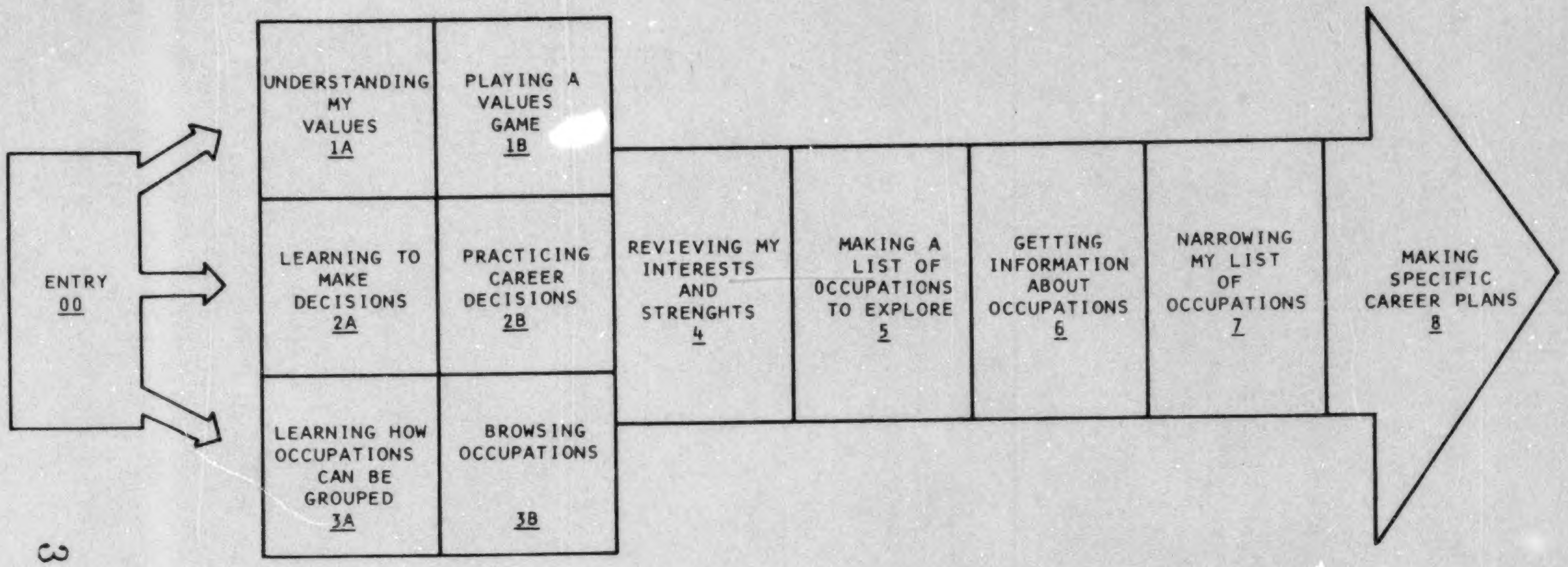
1. It attempts to provide long-term support to career development, as well as to provide the sophisticated information retrieval and search functions so typical of present systems. In content, this means that the system includes material such as presentation and clarification of occupational values, teaching and practice of decision-making skills, and on-line assessment of interests and competencies. Further, DISCOVER was conceptualized at three age levels: grades 4-6, grades 7-12, and adult. The grades 7-12 version is now being completed, and funds have been secured for the development of the college/adult version.
2. It will have a higher degree of transportability. This aim is being achieved by a combination of better documentation, a concerted effort not to impose rigid conditions upon the user site, and use of a programming language which has maximum compatibility from machine to machine.

Characteristics of CVIS which have contributed to its cost feasibility and good acceptance have been maintained. These are:

1. Provision of counselor and administrative-support functions, as well as career guidance functions.
2. Use of standard terminal equipment.
3. Author language capabilities which allow local sites to modify existing material or add new developments.
4. Construction as a direct-inquiry system, with a high degree of use of personal data and monitoring.

DISCOVER makes use of an IBM 370 central processing unit and of cathode ray tube terminals with light pen capability. The grades 7-12 career guidance system will be field-tested in early 1976 and will be ready for dissemination in fall, 1976.

The arrow in Figure 1 provides a graphic illustration of the system's content. The user progress through the system, however, is much more flexible than this arrow implies. Users may choose to enter the system at any point, may follow the sequence as depicted here, or may follow a sequence recommended by the taking of an on-line assessment of career development, contained in the


ENTRY
00
UNDERSTANDING MY VALUES
1A
PLAYING A VALUES GAME
1B
LEARNING TO MAKE DECISIONS
2A
PRACTICING CAREER DECISIONS
2B
LEARNING HOW OCCUPATIONS CAN BE GROUPED
3A
BROWSING OCCUPATIONS
3B
REVIEVING MY INTERESTS AND STRENGHTS
4
MAKING A LIST OF OCCUPATIONS TO EXPLORE
5
GETTING INFORMATION ABOUT OCCUPATIONS
6
NARROWING MY LIST OF OCCUPATIONS
7
MAKING SPECIFIC CAREER PLANS
8

THE DISCOVER SYSTEM

FIGURE 1

Entry Module. The content of each of these modules is:

00. ENTRY

The entry module introduces the user to DISCOVER, teaches him/her how to use the terminal, and explains the program's many special features. It monitors each person's use of the system, recording each entry and exit point to facilitate long-term use. Each user has the opportunity to complete an on-line inventory of career development. This inventory is scored and the results serve as the computer's guide in suggesting which modules will be most appropriate for a given user.

1A. UNDERSTANDING MY VALUES

This module contains a number of experiences which lead the user to think about what a value is, to analyze personal values, and to decide upon actions to implement those values. The last part of the module proposes nine values related to occupations. The student rates the personal importance of each of these values and may then ask the computer to search its data file for occupations which can provide the combination and weighting of the values assigned by the user. The summary of work values is retained for later use in the system.

1B. PLAYING A VALUES GAME

This module is a monopoly-type game which may be played by one or two players. In the beginning of the game, the student is introduced to the concept of weighting values. He/She is invited to place relative weight on three possible goals: income, recognition, and happiness. Winning the game consists of reaching the goal which the user has set for himself/herself in each of these categories. The user plays the game by moving forward on a board as determined by the computer in random "throwing of the die." The spaces on which the user lands may provide him/her with an opportunity to make decisions about choice of occupation, educational options, use of leisure time, or life style. On the other hand, they may subject him/her to some of life's events, such as unexpected setbacks, unexpected opportunities, and payment for necessities such as housing, clothing, and transportation. The user also acquires "plan cards" which allow him/her to have more control over life than the computer's rolling of the die affords. The way in which decisions are made on the "decide" squares may add points toward the values for which the players are playing the game. The game ends when the player has received the score previously set for himself/herself under the categories of income, recognition, and happiness.

2A. LEARNING TO MAKE DECISIONS

This module attempts to teach a planful decision-making process by presenting the process in flowchart form. The system provides a number of exercises designed to illustrate and provide practice in the decision-making steps. The system also illustrates by use of the flowchart other non-planful decision-making strategies (intuitive, impulsive, delaying, agonizing, etc.) and assists the user to identify his/her present style of decision making.

2B. PRACTICING CAREER DECISIONS

This module makes use of a career decision tree designed by Donald Super and colleagues as an organizing principle for understanding how decisions affect occupational choice. Since each of the 22 branches of the tree represents a group of occupations, the tree structure is used: (1) to show the key decisions which lead to entry into a given occupation, (2) to plot a given user's course up the tree, (3) to simulate the career paths of others, and (4) to allow the user the opportunity to "play" his/her own life in a variety of ways by making decisions in this low-risk, simulated way.

3A. LEARNING HOW OCCUPATIONS CAN BE GROUPED

This module presents the world of work by way of two organizing principles: the data-people-things-ideas, division which is the American College Testing Program's refinement of the Dictionary of Occupational Titles classification system and Holland's six groups. A number of exercises are presented to give the student practice at using these classification systems. The student's responses are monitored for the purpose of providing more instruction if needed.

3B. BROWSING OCCUPATIONS

This module makes use of the Holland classification system presented in Module 3A as an organizational structure by which the user can browse the world of work. The module allows him/her to touch any two points of the Holland hexagon and to be presented with a list of occupations which fall in that particular segment of the circular world of work. The user may select titles from the list and ask for work duties, activities, and setting.

4. REVIEWING MY INTERESTS AND STRENGTHS

This module is John Holland's Self-Directed Search or ACT's Career Planning Program (1972) administered on-line. Future system users will have the opportunity to select one of these alternate modules for use. These instruments are self-reports of the user's career-related interests, experiences, and competencies. The data, collected via the items on the instrument, give the user a focus for exploration in the world of work. The results of the instrument are interpreted to the user.

5. MAKING A LIST OF OCCUPATIONS TO EXPLORE

This module provides the user with alternate ways to generate a list of personal vocational options in five ways: (1) by relationship of occupations to personal work values; (2) by use of the results of the Self-Directed Search or the Career Planning Program (1972); (3) by relationship of favorite school subjects to occupations; (4) by selection of titles from a list of occupations by the terminal; and/or (5) by the combination of selected occupational characteristics (such as salary level, place of work, level of training, degree of independence, etc.)

6. GETTING INFORMATION ABOUT OCCUPATIONS

This module allows the user to ask approximately twenty questions about each of the occupations on his/her list. In a series of displays, the user may receive information about such things as job duties, benefits and limitations, educational requirements, future outlook, and additional sources of information. The user also has the capability to review his/her own student record (record of grades in related courses, related work or course experience, present rank in class, etc.) against the requirements of the job or its prerequisite training. The module also provides the capability to compare two occupations by calling in data about both simultaneously. The user leaves this module with a list of occupations in which he/she has serious interest. This list may be a shortened form of the list with which he/she entered the module or may be a new list which has been generated by one of the methods listed above.

7. NARROWING MY LIST OF OCCUPATIONS

The user enters this module with the list of occupations from the previous module or with a new one which he/she generates at the beginning of the module. The purpose of this module is to assist the user to narrow the list further so that he/she leaves the module with a first choice occupation in mind and a limited number of others in priority order. This narrowing is assisted by the capability to: (1) ask for additional information about any occupations; (2) compare information about two occupations; and (3) analyze the remaining occupations in light of identified work values, desired level of training, and interests/competencies. Finally, the user is asked to remove occupations which are no longer of interest and to put the others in priority order. The user leaves the module with a top-priority selection.

8. MAKING SPECIFIC CAREER PLANS

The user enters this module with one specific occupation in mind for which he/she wishes to implement a career plan. The first experience in the module is choice of the plan of entry into the occupation. For some occupations there may be only one road, such as four-year college; for others, there are several roads, such as on-the-job training, community college technical programs, private vocational schools, or the military. The second step is the choice of a specific place or institution in which to implement the vocational choice or to get the training for it, i.e., the choice of a local company, technical school, community college, continuing education program, college, military program, or apprenticeship. Planning may also involve finding appropriate loan funds, grants, or scholarships. The completion of this step involves very sophisticated searches and interaction with nine large data files. The user may enter this module and go directly to any of these search programs or recall information about any of the schools or programs in the file without going through the complete module.

Computer Role and Function in Guidance

Computer-based guidance systems have been described in order to analyze their role in relation to the total sequential task of career guidance and career education. The roles which these systems play can be analyzed and divided into three levels: (1) simple data retrieval functions, (2) data merging, sorting, and generation functions, and (3) mediation and monitoring functions.

Simple information retrieval functions are those in which a user enters a code number which has been assigned to a college, financial aid, technical school, or occupation and thereby retrieves a display of information either on a cathode ray display terminal or a typewriter terminal. This places the computer in the role of an automated library. The computer is a quicker and more appealing mode of access to information than the traditional file cabinet or resource book.

Data merging, sorting, and generation functions represent a more sophisticated level of computer usage. These functions allow a user to have great flexibility in the personal manipulation of extensive data files. Such functions allow the user to enter responses which say "Give me technology occupations which require less than four years of college and which pay more than $10,000 per year." When the computer responds that there are 123 such occupations in its file, the user may direct the system to narrow the list of options to those which are available in his or her immediate geographic area and for which he or she already has sufficient academic background to meet basic requirements. This level of function goes well beyond that which the printed book or file cabinet has been designed to provide. This function allows the user to relate to data files in a personally meaningful way, both by sorting them using his or her own parameters and by making use of personal data about the user which are also stored in one of the computer's data files. This function merges existing data in new ways and combinations for each user, thus generating new and personalized data. This is a function which in the past has been reserved for counselors.

The third level of function subsumes both of the previous ones, but goes farther. It places the computer in the counseling role, both by monitoring and mediation. The monitoring function is one by which the computer is programmed to record the user's previous uses of the system. This makes possible such statements as "Hi, Sue, The last time you were here you looked at occupations in Social Service which require community college training. In case you've forgotten, here's that list again," or "You have now used the four-year college script, the financial aids script, and the community college script. Would you like to use any of the following?" And a personalized list will appear.

The mediation function is a powerful one. It attempts to use the computer as a prosthetic device (Tiedeman and others, 1970), allow the user to look in on self, and to become aware of his or her own deciding or valuing processes as the computer program reviews, clarifies, or organizes the user's sample of responses at the terminal. This level of computer functioning is still in its operational infancy but has been intricately conceptualized for the Information

System for Vocational Decisions (Tiedeman and others, 1970) and partially implemented in Katz' System for Interactive Guidance Information (SIGI). This third level of functioning attempts to replicate what the best counselor does.

Computer-based guidance systems are still in their first generation and decade. Maximum attention has been given to guidance design and technical implementation; minimum attention has been given to evaluation. However, a number of findings have been quite universally true of interactive systems:

1. Students like to use computer-based systems, learn to operate them easily, and do not feel dehumanized or depersonalized by them (Harris, 1972). Further, this medium for collecting of information is consistently chosen by students over traditional printed sources.

2. Parents accept computer-based systems with enthusiasm and students' use of them increases home conversation about career planning (Myers, _et al_., 1972).

3. Students who use computer-based systems show an increase in vocational maturity, as measured by instruments of vocational maturity, specifically Super's _Career Development Inventory_ (Harris, 1972; Myers, 1972).

4. Students who use computer-based systems indicate that they gain greater specificity of information about options, increase their alternatives, come to crystallization of vocational planning, and engage in a variety of exploratory behaviors to gain further information about career options (Harris, 1972).

5. Some guidance-related functions (specifically selection of high school courses and vocational exploration) can be as effectively done by a computer system as by counselors (Melhus, 1971; Price, 1971).

Much more research is needed on the relationship between counselor and computer roles. The studies cited in finding #5 above used the counselor method versus the computer method. No studies have researched the effects of the counselor alone versus the counselor and the computer together, for example. However, the clear implication of the studies which have been done is that the computer performs certain guidance tasks extremely well and with very high student appeal at a cost of $2.00-6.00 per student hour. Counselor-student contact hours cost from $10 - 15, depending upon the experience of the counselor and the region of the country. An obvious implication is that those functions which can be done as well or better by computer should be delegated to the computer in order to preserve counselor time for those functions which a computer cannot perform and which counselors currently do not schedule their time to perform.

Chapter 4

TOWARD AN INTEGRATED APPROACH FOR FACILITATING HUMAN DEVELOPMENT THROUGH CAREER EDUCATION

During 1975-75, Harris-Bowlsbey (1975) studied the career guidance needs of the nation's youth and adults in performance of a contract for the Education and Work Program of the National Institute of Education. In order to assess these needs two questionnaires were constructed, one for secondary-level students and one for professionals. The student questionnaire was administered to approximately 300 students of both sexes from grades 9-12. Approximately 100 students were sampled in each of three large high schools in the Baltimore area: one which was representative of a rural, small-town population; one in inner-city; and one in suburbia. The professional questionnaire was sent to a national sample selected from eleven groups of individuals: counselors at all educational levels; guidance leaders; career development theorists; guidance program and product developers; state-level career education leaders; vocational educators and leaders, school board members, and employers. Usable returns were received from 490 professionals. The statements which follow about the need for increased and better career guidance for the nation's youth and adults are based upon the findings of this study.

The first question on both the student and professional questionnaires asked about the perceived need for increased or improved career guidance. The student sample answered the question this way:

Getting plenty of help	- 21%
Getting some help, but need more	- 64%
Need a lot more help	- 15%

Clear inferences from this breakdown are that only 21%, or one-fifth, of the youth of the nation feel that they are receiving plenty of help, while 79% desire more help. These findings are in agreement with those found in the American College Testing Program's nationwide study (Prediger, Roth, and Noeth, 1973) of student career development, which used a representative sample of 32,000 students in grades 8-11. The professional samples in the writer's study were even more convincing than the students themselves. Seventy-five percent of the total professional sample said that there is a critical need for improved career guidance at the secondary level, while 77% said that there is a critical need for improved career guidance for out-of-school youth and adults.

From a list of 16 proposed content components, students selected the following as the *most important* areas of content for career guidance in the order stated:

1. Getting to know personal interests, abilities, needs, and values better.
2. Getting good information about ways to get training for occupations.
3. Learning how to make decisions.
4. Knowing how to find and hold a job.
5. Being able to relate self-information to job requirements.

Asked to place the same list of content components in the order of *currently unmet needs*, the student sample placed the following five in the order stated:

1. Efficient way to get information about occupations and education.
2. Getting recent and accurate information about occupations.
3. Getting good information about ways of training for different occupations.
4. Having ways to "try out" possible future occupations before making a decision to enter them.
5. Assistance with finding first job.

Apparently students feel that the "most important" content areas listed first are being adequately addressed, or at least are not as critically needed as the five listed immediately above.

Professional groups, on the other hand, faced with a similar but longer list of possible needs, selected the following as the five areas of greatest need:

1. Ways to assist individuals to recycle or change career decisions.
2. Ways to allow individuals to "try out" possible future occupations before entering them.
3. Ways to prepare individuals for change.
4. Ways to motivate attention to career development.
5. Ways to minimize the effects of socioeconomic class, sex, race, etc.

The student and professional subjects were asked to indicate for each content area who was primarily responsible for providing assistance, choosing from parents, teachers, counselors, and community organizations. The student sample assigned all of these content areas to counselors except "learning to make decisions," which they assigned to parents. Likewise, the professional groups as a whole assigned all content areas to counselors, although some subgroups, namely career education leaders and vocational education leaders, assigned some content areas to teachers.

Both groups were asked to rate methods of delivery of career guidance content in order of effectiveness. The student samples placed the five proposed ways in the following order:

1. One-to-one interview
2. In classes, as part of course work
3. In guidance groups
4. Books and printed material
5. Media, including computers

None of the students sampled had had any experience with computer-based guidance systems. In other studies in which students have used computer-based systems, this method has been placed as a first choice.

The professional samples placed these same delivery methods in the following order:

1. Group guidance and counseling
2. In classes, via the curriculum
3. One-to-one interview
4. Media, including computers
5. Books and printed material

This brief review of a lengthy study provides a backdrop for an attempt to define the relative roles of the teacher, the counselor, the computer, and the community in the career education and guidance task. The previous chapters have presented an overview of the involvement of the counselor and the computer in career education and guidance. The career education movement has been almost totally concerned with the role of the teacher in delivering career education and guidance via the classroom and the curriculum. If we assume an annual salary of $15,000 for a teacher, an average class size of 30, and 185 teaching days of five periods each, the delivery of career education in the classroom is costing approximately $.50 per hour per student.

Counselors have been dealing with career guidance primarily on a one-to-one interview basis with a counseling load, on the national average, of about 440 students at the secondary level. Again, if we assume an annual salary of $15,000 for a counselor, an average work day of 5½ periods, and a school year length of 185 days, one-to-one interviewing is costing almost $15.00 per hour per student. Group guidance, assuming ten to a group, would cost approximately $1.50 per hour per student.

Computer-based guidance systems now in operation show a per-student, per hour cost of $2.00 to $6.00, depending upon the system. Theoretically, these figures could be much lower since computer systems may run 10-20 hours per day without incurring additional cost for lease of terminal equipment or phone lines. Practically speaking, however, computer-based systems are presently used by students during only school hours largely due to the problems of bussing and building supervision.

Our goal for this chapter is to move toward an integration of these deliverers of career education and guidance in order to meet the critical needs which have been reviewed at the beginning of this chapter in a cost-feasible way. There is a tremendous need for research and controlled cost-benefit analyses to study the relative cost and effectiveness of various deliverers and combinations of deliverers of career education and guidance. Until such research is done, we propose an assignment of roles which is based on this overall hypothesis: A career development task should be delivered in that system which is likely to have the greatest skill for accomplishing it combined with the most feasible per-hour cost.

Figure 2 presents the six broad guidance areas which were proposed in Chapter 3 plus some additional broad career education themes. Each of these broad areas is assigned to one or more deliverers.

Figure 2

Components of Career Education and Guidance, with assignment of responsibility

Theme	Teacher/ Curriculum	Computer	Counselor/ Group	Counselor/ One-to-One	Community	
1. Activities for the formation and clarification of self-concept		*	⊛	*		
2. Activities which promote broad exploration of educational and vocational options	⊛	⊛			*	
3. Activities which assist individuals to relate self-information to occupational and educational info		*	⊛	⊛		
4. Deliberate teaching of career planning and decision-making skills	*	*	⊛			
5. Opportunities for reality testing of occupational alternatives	*			*	⊛	
6. Assistance with implementation of choice (job placement, college or tech. school selection, fin. aid)		⊛	*	*		
7. Teaching of vocational skills	⊛		*	*	*	
8. Teaching of job-seeking and holding skills and attitudes	⊛		⊛	⊛	*	
9. Economic awareness and planning	⊛		*	*	*	

⊛ = primary responsibility
* = shared responsibility

The assignment of responsibility on this chart provides a format for inferring a role for teachers, counselors, computer, and community in the shared task of delivering career education and guidance to the nation's youth.

Teacher Role

1. To participate in the total career education and guidance program by the teaching of particular program themes, namely systems of grouping occupations, experiences to promote broad exploration of occupational alternatives, career planning and decision-making skills, experiences for reality testing of occupational alternatives, vocational skills, job-seeking and holding skills, and economic awareness and planning.
2. To assist in the development and evaluation of the total career education and guidance program by continuous input.

Computer Role

1. To provide extensive data files of information about educational and vocational options which can be instantaneously retrieved, updated, sorted, and interrelated.
2. To assist the individual to relate computer-stored self-information to data about the educational and vocational options for the purpose of generating new data of personal relevance to the user.
3. To assist in the provision of self-information, the relationship of self-information to educational and vocational alternatives, and the teaching of decision making and career planning skills.

Counselor Role

1. To serve as an overall planner and coordinator for a systematic program of career education and guidance, serving as liaison person with teachers, computer, and community.
2. To provide a systematic program of group experiences, one-to-one interviews, and testing for the purpose of assisting each individual student to form and clarify a realistic self-concept and to acquire vocational skills, job seeking and holding skills and attitudes, and economic awareness and planning.

3. To assist individual students through group experiences and one-to-one interview to relate self-information to occupational and educational alternatives for the purpose of generating realistic personal options and ultimately making choices for implementation.
4. To assist individuals to become aware of personal decision-making style and strategy, and to improve these if appropriate, through planned group activities and materials.
5. To assist individuals to find appropriate ways to test out occupational alternatives, i.e. to be an engineer of experience for individuals.
6. To assist individuals (through group and one-to-one methods) to implement educational and vocational choices.
7. To evaluate the effectiveness of the total career education and guidance program and to revise it based upon this evaluation and continuous student input.

Community Role

1. To provide the laboratory for real-life exploration of occupational alternatives and the acquisition of vocational skills, job-seeking and holding skills and attitudes, and economic awareness and planning.
2. To provide the laboratory for the real-life trying out of possible occupational choices.
3. To work with the counselor and teacher team to design the overall career education and guidance program and to evaluate its products.

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APPENDIX A

A.1. Bibliography of Selected Career Education Programs

A.2. Innovative Programs That Emphasize Vocational Choice, Vocational Development, Employability Development, and Placement and Follow-up

A.3. Career Education Resources
  a. Elementary School
  b. Middle and Junior High School
  c. High School

A.1. BIBLIOGRAPHY OF SELECTED CAREER EDUCATION PROGRAMS

Morgan, R.L. and Others (eds.) Synopses of selected career education programs: A national overview of career education. Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1972. (ED 063 461) EDRS Price MF-$0.65 Hc-$3.29

Because of the emerging emphasis on career education, educators are becoming more interested in what is being done in both local and state programs. This document is the result of a series of on-site visits made by the North Carolina center staff to projects in 30 states and a review of self-studies submitted by the projects. Synopses of the self-studies are provided for 39 programs located in 10 U.S. Office of Education regions. Basic information includes grade levels. program goals, general characteristics, and a contact person for further information. In-depth descriptions are anticipated in a future publication. (RIE)

Region I

Mandell, J.W., Contoocook School District, Peterborough, New Hampshire, p. 1

Region II

Meyer, G.F., New Brunswick Public Schools, New Brunswick, New Jersey, p. 3
Schreiber, R.W., Mid-Hudson Career Development and Information Center, Beacon, New York, p. 5

Region III

English, J.L., Delaware's Occupational-Vocational Education Model, Milford, Delaware, p. 7
Pumphrey, E., Anne Arundel County Career Development, Annapolis, Maryland, p. 9
Carey, E.N., Baltimore-State Department of Education, Baltimore, Maryland, p. 11
Lamping, R.G., Pittsburgh Career Education Program, Pittsburgh, Pennsylvania, p. 13
Holstein, H.B., Lincoln County Schools, Hamlin, West Virginia, p. 15

Region IV

Willis, B., Broward County Schools Career Education Program, Fort Lauderdale, Florida, p. 17
Smith, J., Cobb County Occuptional and Career Development Program, Marietta, Georgia, p. 19
Johnson, L., Henderson County Schools, Henderson, Kentucky, p. 21
Jenkins, J.D., Pikeville Schools, Pikeville, Kentucky, p. 23

Anthony, D., New Albany School District, New Albany, Mississippi, p. 25

Ross, M.B., Apex Exemplary Project, Wake County Schools, Raleigh, North Carolina, p. 27

Woolard, G., Kershaw County School District, Camden, South Carolina, p. 29

Wooten, S., Chesterfield County School District, Ruby, South Carolina, p. 31

Hinton, B., Knox County Schools, Knoxville, Tennessee, p. 33

Freeman, J., Memphis City Schools, Memphis, Tennessee, p. 35

Region V

Battle, H.S., School City of Gary, Gary, Indiana, p. 36

Rochow, R., Pontiac City Schools, Pontiac, Michigan, p. 38

Freeman, J., Morrison County Career Development, Little Falls, Minnesota, p. 40

Topougis, N., Akron Career Orientation Program, Akron, Ohio, p. 41

Scherer, T., Toledo City Schools, Toledo. Ohio, p. 43

Zockle, M.A., Warren City Schools, Warren, Ohio, p. 45

Nelson, R., Racine Unified School District Career Education, Racine, Wisconsin, p. 47

Region VI

Stokes, M., Byng School, Ada, Oklahoma, p. 49

Smith, C., Harlandale School District, San Antonio, Texas, p. 51

Region VII

Caruthers, B., Sr., Kansas City Unified School District #500, Kansas City, Kansas, p. 52

Coleman, E.J., Lawrence Unified School District #497, Lawrence, Kansas, p. 54

Region VIII

Clark, D., Holyoke Schools, District RE-IJ, Holyoke, Colorado, p. 56

Morris, J.B., Las Animas School, District No. RE-1, Las Animas, Colorado, p. 57

Bauer, R., Helena Public Schools, Helena, Montana, p. 59

Carlson, C.D., Watertown Public Schools, Watertown, South Dakota, p. 61

Koch, A.W., Carbon County School District #3, Rawlins, Wyoming, p. 63

Region IX

Aguilar, A., Tucson Public Schools, Tucson, Arizona, p. 65

Adkison, M.R., Ceres Unified School District, Ceres, California, p. 67

Region X

Lewellen, W.E., Springfield Public Schools, Springfield, Oregon, p. 69

Bauthues, D., Puyallup Public Schools, Puyallup, Washington, p. 71

Roberts, R.C., Renton School District #403, Renton, Washington, p. 73

Morgan, R.L., Shook, M.W., and Dane, J.K. (eds.) An anthology of 15 career education programs, volume 2. Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1973.

The Center for Occupational Education, North Carolina State University, visited 41 programs as a result of the National Center for Education Communication, U.S. Office of Education's grant to "identify, document and spread" information about career education. All of these programs were new, dynamic and growing; none was fully developed. Fifteen of the 41 programs visited were chosen for dissemination in an exemplary manner. In this anthology, each of these fifteen programs is described in terms of goals and objectives, educational program, administration, program resources and program-community interaction.

The programs described are:

Pumphrey, E., Anne Arundel County, Annapolis, Maryland, p. 1

Adkison, M.R., Ceres Unified School District, Ceres, California, p. 21

Smith, J. Cobb County School System, Marietta, Georgia, p. 45

Bauer, R.E., Helena School District, Helena, Montana, p. 65

Clark, D., Holyoke School District RE-IJ, Holyoke, Colorado, p. 87

Walton, J.C., Kershaw County School District, Camden, South Carolina, p. 104

Hinton, B., Knox County Schools, Knoxville, Tennessee, p. 129

Coleman, E.J., Lawrence Unified School District #497, Lawrence, Kansas, p. 148

Porfily, C.M., Lebanon School District, Lebanon, Oregon, p. 172.

Schreiber, R.W., Mid-Hudson Career Education Development and Information Center, Pleasant Valley, New York, p. 188

Anthony, D., New Albany School District, New Albany, Mississippi, p. 209

Rochow, R., Pontiac School District, Pontiac, Michigan, p. 224

Fox, D., Renton School District #403, Renton, Washington, p. 246

Lewellen, W.E., Springfield Public Schools, Springfield, Oregon, p. 265

Scherer, R.T., Toledo Public Schools, Toledo, Ohio, p. 287

A.2. INNOVATIVE PROGRAMS THAT EMPHASIZE VOCATIONAL CHOICE, VOCATIONAL DEVELOPMENT, EMPLOYABILITY DEVELOPMENT, AND PLACEMENT AND FOLLOW-UP

(Compiled for the National Career Education Conference at Northern Illinois University, July 14-19, 1974 and taken from G. Brian Jones et al. Report "Planning, Structuring, and Evaluating Career Guidance for Integration by Noncollege-Bound Youths," American Institutes for Research, Palo Alto, California, June 1973. (ED 082 073)

Programs Emphasizing Students' Vocational Choice

Career and Educational Planning
Pioneer High School, San Jose, California
Director: Mr. Cornelius Hospers

The purpose of the CEP program, a nine-week course at Pioneer Senior High School in San Jose, California, is to help students assess their personal characteristics, study career opportunities, and set tentative long-range goals. It is a good example of a long-lasting impact by federal funds on a school. The program has developed from an experimental research project into an independent program run by the local school. Two other features are unique to this program: (1) a student needs assessment was conducted as part of the first step in designing the program and its results influenced program development and (2) formative and summative evaluations of the programs were conducted.

Career Guidance Program
Hood River Valley High School, Hood River, Oregon
Director: Mr. Lee Brittenham

The Hood River program is an integral part of the total school plan. The overall purpose of the program is to aid students in establishing realistic goals by providing necessary guidance and activities to carry out a flexible and individualized total school plan. Success of the program stems from the facts that the curriculum is organized around 17 career clusters. All staff members, including administrators, counselors, and teachers, receive special training in the area of guidance and are responsible for guiding students through their career cluster requirements.

Computerized Vocational Information System
CVIS Distribution Center
Western Maryland College
Westminster, MD 21157

CVIS uses the computer as a tool to help each student explore a wide range of occupations and educational opportunities with some feedback from his own record of ability, achievement, and interest. Computer-based guidance systems are considered a unique approach in the guidance and counseling field. CVIS is of particular interest because it is the most comprehensive system performing not only a guidance function but also including counselor and administrative functions and computer-assisted instruction, thus making the program more cost-effective. It has had a large number of student users and a long use span. It is operating at 22 other institutions and has been distributed to an additional 32 institutions. A unique and practical feature is that the system is easily transportable. School districts in all parts of the country have implemented the system and have formed a consortium to assist one another in updating, revising, and extending the system as well as validating available evaluation data on CVIS.

Kimberly Guidance Program
Kimberly High School, Kimberly, Idaho
Director: Mrs. Ella Hilverda

The Kimberly program is an example of the type that can be implemented in a small, rural school district. Teachers aid the one counselor by including career development units in their courses. The main goal of the program is to develop a model of a guidance program to serve students in grades K-12 that is developmental in nature and includes all aspects of the school.

Programs Emphasizing Students' Vocational Development

Career Development Center
Troy High School, Fullerton, California
Director: Mr. John C. Seelund

The Center is largely effective because of its variety and abundance of materials and resources. However, the unusual feature of the program is the Center's instructional course, "Life Decision Making." The course is an elective for juniors and seniors in the high school. The goal of the Center and its related course is to help students think about themselves and the direction that their lives will take and, in relation to this, to learn and participate in the decision-making process.

Developmental Career Guidance
Visited at Kettering High School, Detroit, Michigan
Director: Mr. Felix Sloan

The DCG project is a K-12 career guidance demonstration operating at three high schools and 18 feeder schools in the Detroit Public School District. At the high schools and each of the feeder schools, DCG, directed from Wayne State University, has centers from which students voluntarily can draw materials when they are seeking career-related information. The program provides students with a variety of project-related activities such as field trips, individual and small group counseling, career information assemblies, and a Negro History Program. Two purposes of the program are to: (1) increase student awareness of all phases of work and (2) help students develop a realistic and functional awareness of themselves as worthwhile human beings. A high degree of parent involvement and significant relationships with businesses and industries are unique features of the program.

Coordinated Vocational and Academic Education
North Gwinnett High School, Suwanee, Georgia
Director: Mrs. Ruth Gibson

CVAE is a statewide program administered with considerable local autonomy in approximately 125 high schools around the state. It serves under-achieving students who are potential dropouts, providing them with career education through CVAE classes, interlocking career-related curricula in their academic courses, career and personal counseling, and work experience. Its goals are to develop positive attitudes toward work, other people, and the environment in unmotivated students and to keep potential dropouts in school and prepare them for work as contributing citizens.

Programs Emphasizing Employability Development

Occupational Learning Center Program
Syracuse City School District, Syracuse, New York
Director: Mr. Vincent F. Brennan

The Syracuse program is an alternative high school experience for young people who are academically or socially unable to cope with the regular high school program. The curriculum includes development of basic skills, vocational development, personal and vocational counseling, and job placement and follow-up. Each student works at his or her own pace on individual assignments to complete the requirements of the program, which include successful performance on a job. The program allows students to complete high school and develop career-related skills, thus preparing them for further education or for work.

Youth Career Action Program
San Jose Unified School District, San Jose, California
Director: Mr. Tom Guerin

YCAP is an example of a vocational/educational program that can be implemented within a large city in conjunction with a secondary school district. The YCAP Center provides a clearly designated place for hard-to-place young people--primarily those who are undereducated, economically disadvantaged, and have little concept of work and employer expectations--to come for highly individualized services relating to vocational and further educational development. The staff consists of counselors who provide basic guidance and referral services and teachers who instruct in remedial skills. The specific goal of YCAP is to be a focal point for school, government, and community efforts to aid the target population. The program annually helps at least 1,000 young people to prepare for entry into suitable jobs and plan for satisfactory careers.

Employability Development Team
Cleveland Public Schools, Cleveland, Ohio
Director: Dr. Donald Healas

The Employability Development Team program is a pilot program developed to meet the special needs of selected, dropout-prone students. An Occupational Adviser (counselor) and several paraprofessionals offer these students extensive counseling services, a work preparation course, and job placement. The general goal of the program is to reduce the annual influx of disadvantaged youths into the jobless labor pool by increasing their employment potential and encouraging them to remain in school.

Programs Emphasizing Placement and Follow-up

Lenawee Vocational-Technical Center and Placement Office
Lenawee Area Vocational-Technical Education Center, Adrian, Michigan
Director: Mrs. Paula Shirk

The Vo-Tec Center and accompanying Placement Office are a combined vocational school, work experience program, and placement service. Serving the 3,500 students in the 12 feeder high schools in the county, about half of whom attend the Vo-Tec Center, the Placement Office boasts 100% placement of students in a county with relatively high unemployment. The goals of the Placement Office are to assist area youths in their search for employment in occupations related to the fields for which they have been trained and to establish a communications center for all persons connected with any aspect of employment related to the Center.

Job Development Program
Cleveland Public Schools, Cleveland, Ohio
Director: Dr. Donald Healas

The Job Development Program in Cleveland is an alternative school program offering guidance and placement assistance to the students seeking employment on completion of high school. The program emphasizes: (1) guiding students to make decisions about their career goals, (2) assisting students to develop and maintain basic skills needed for their career choices, and (3) finding jobs for all graduates at the job-entry level. Success of the program stems from the fact that there has been an increased commitment of surrounding industries to helping the program achieve its objectives.

Baltimore Placement and Follow-up Program
Baltimore City Public Schools, Baltimore, Maryland
Director: Miss Lillian Buckingham

The Baltimore program is unique in that it serves all students in the city's public secondary schools. It is available both to graduates and to those who drop out; the service may be used by a graduate or dropout for as long as one year after he leaves school. Some effort is made to counsel students into considering jobs that are appropriate to their needs and abilities. Information about various work roles is provided through visiting speakers, class discussions, and instruction related to job interviews and applications. Goals of the program are to place students in jobs that are compatible with their abilities and interests and to coordinate students' work-study experiences in school.

A.3.a. Career Education Resources

Elementary School

ED 084365

PUBLICATION DATE.. 72

TITLE.. CAREER DEVELOPMENT RESOURCE MATERIALS K-6.

DESCRIPTOR.. *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BIBLIOGRAPHIES; BOOKLISTS; *CAREER EDUCATION; *CLASSROOM MATERIALS; *EDUCATIONAL RESOURCES; ELEMENTARY GRADES; INSTRUCTIONAL MEDIA; INTERMEDIATE GRADES; OCCUPATIONAL INFORMATION; PRIMARY GRADES; *RESOURCE MATERIALS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 55P.

ABSTRACT.. ALMOST 400 RESOURCES ARE LISTED WITH BIBLIOGRAPHIC INFORMATION, PRICE, RECOMMENDED GRADE LEVEL, REVIEW SOURCES, AND AN ANNOTATION PROVIDED FOR EACH ENTRY. BOOKS, FILMS, FILMSTRIPS, RECORDS AND GUIDANCE KITS ARE INCLUDED. ENTRIES ARE LISTED IN THREE CATEGORIES: PART I, PERSONAL DEVELOPMENT, INCLUDING THE GROUPINGS OF IDENTITY--KNOW AND ACCEPT ONE'S SELF, ACCEPTING DIFFERENCES, UNDERSTANDING VALUES, CHANGING PERSONALITY, COOPERATION, AND MAKING DECISIONS; PART II, THE WORLD OF WORK, INCLUDING THE GROUPINGS OF BIBLIOGRAPHIES AND AIDS FOR TEACHERS, INTRODUCING OCCUPATIONS, WOMEN IN THE WORLD OF WORK, ECONOMICS IN THE WORLD OF WORK, AND STORIES TO INTRODUCE THE WORLD OF WORK; AND PART III, OCCUPATIONS: ALPHABETIC LISTING, INCLUDING LISTINGS UNDER 59 OCCUPATIONS. (SC)

ED 090376

PUBLICATION DATE.. 72

TITLE.. ALL ABOUT ME.

DESCRIPTOR.. *CAREER EDUCATION; *ELEMENTARY GRADES; INDIVIDUAL DEVELOPMENT; *INTEGRATED CURRICULUM; *SELF CONCEPT; *TEACHING GUIDES

EDRS PRICE.. EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

DESCRIPTIVE NOTE.. 54P.

ABSTRACT.. THIS DOCUMENT IS A TEACHER'S GUIDE TO BE USED WITH A SELF DISCOVERY WORKBOOK FOR AN ELEMENTARY SCHOOL PROGRAM DESIGNED TO BRING CAREER EDUCATION INTO THE BASIC ELEMENTARY CURRICULUM. EACH WORKBOOK PAGE IS SUPPLEMENTED BY SUGGESTIONS FOR DISCUSSION TOPICS AND ACTIVITIES WHICH COULD BE USED BY THE TEACHER TO ENCOURAGE THE GROWTH OF SELF KNOWLEDGE IN THE CHILD AND TO COORDINATE THIS KNOWLEDGE WITH THE EXPLORATION OF CAREER POSSIBILITIES. THE EMPHASIS IS ON THE INTEGRATION OF CAREER EDUCATION INTO THE REGULAR CLASSROOM ACTIVITIES. (SA)

ED 084412

PUBLICATION DATE.. 31 AUG 73

TITLE.. CAREER DEVELOPMENT FOR CHILDREN PROJECT. FINAL REPORT.

PERSONAL AUTHOR.. BAILEY, LARRY J.

DESCRIPTOR.. *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *ELEMENTARY SCHOOL CURRICULUM; INSTRUCTIONAL MATERIALS; JUNIOR HIGH SCHOOL STUDENTS; PROGRAM EVALUATION; PROJECTS; *VOCATIONAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 106P.

ABSTRACT.. THE PRIMARY PURPOSE OF THE PROJECT WAS TO DEVELOP EXPERIMENTAL CAREER DEVELOPMENT CURRICULUM MATERIALS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS. SUPPORTING AIMS WERE TO DEVELOP A LOGICAL-THEORETICAL PARADIGM AND COMPREHENSIVE, ORGANIZED CURRICULUM FRAMEWORK. BEHAVIORAL DESCRIPTIONS WERE DESIGNED TO ENCOMPASS THE "DEVELOPMENTAL TASKS" OF CAREER DEVELOPMENT AT VARIOUS AGE LEVELS, DEDUCING GENERAL AND SPECIFIC PERFORMANCE OBJECTIVES AT EACH DEVELOPMENTAL LEVEL, AND DESIGNING LEARNING EXPERIENCES TO ENABLE EACH INDIVIDUAL TO SUCCESSFULLY COPE WITH THE DEMANDS OF EACH CAREER DEVELOPMENTAL TASK. A TEACHER'S GUIDE CONTAINING FIVE INSTRUCTIONAL UNITS AND SEPARATE INSTRUCTIONAL MATERIALS AND ACTIVITIES WERE DEVELOPED FOR EACH GRADE. TECHNICAL REPORTS AND DESCRIPTIVE MATERIALS DOCUMENTING THE PROJECT'S THEORETICAL ORIENTATION WERE DEVELOPED. (SEE ED 060 158 FOR RELATED DOCUMENT.) COMMERCIAL VERSIONS OF CURRICULUM MATERIALS FOR GRADES 1-3 ARE BEING PREPARED. (AUTHOR/MS)

ED 082061

PUBLICATION DATE.. AUG 73

TITLE.. AN INSTRUMENT TO DETERMINE CAREER AWARENESS.

PERSONAL AUTHOR.. FADALE, LAVERNA M.

DESCRIPTOR.. ADMINISTRATOR GUIDES; *CAREER EDUCATION; EDUCATIONAL RESEARCH; *ELEMENTARY GRADES; ELEMENTARY SCHOOL CURRICULUM; *MEASUREMENT INSTRUMENTS; MODELS; OCCUPATIONAL CLUSTERS; TEST CONSTRUCTION; *TEST RESULTS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 40P.; FOR STUDENT BOOKLET, SEE CE 000372

ABSTRACT.. THE PROJECT FOCUSED ON THE AWARENESS ROLE OF THE ELEMENTARY SCHOOL WITHIN CAREER EDUCATION AND IS BASED FIRMLY ON THE SCHOOL-BOARD COMPREHENSIVE CAREER EDUCATION MODEL AND THE OCCUPATIONAL CLUSTERING SYSTEM. A THEORETICAL BASIS FOR THE ELEMENT OF CAREER AWARENESS IN CAREER EDUCATION WAS DEFINED. THE EXISTENCE OF CAREER AWARENESS AND THE

DIFFERENCES WITHIN THIS ELEMENT WERE DETERMINED BY AN ORIGINAL INSTRUMENT DESIGNED AND VALIDATED FOR USE AT THESE AGE LEVELS. IMPLICATIONS FOR EDUCATORS AND FOR CURRICULAR IMPLEMENTATION WERE SUGGESTED BY THE RESEARCH FINDINGS. THE INSTRUMENT IS INTENDED AS A TOOL FOR CLASSROOM TEACHERS AND OTHER EDUCATORS INTERESTED IN ASSESSING THE CAREER AWARENESS ELEMENT AS DEMONSTRATED BY THEIR STUDENTS. AN ADMINISTRATION MANUAL, SAMPLE INSTRUMENT, AND TWO-PAGE BIBLIOGRAPHY ARE INCLUDED. (AUTHOR/AG)

ED 074218

PUBLICATION DATE.. 72

TITLE.. CAREER DEVELOPMENT GUIDE FOR THE ELEMENTARY SCHOOL. A GUIDEBOOK FOR TEACHERS AND GUIDANCE COUNSELORS.

PERSONAL AUTHOR.. RYAN, CHARLES W.

DESCRIPTOR.. BEHAVIORAL OBJECTIVES; BIBLIOGRAPHIES; *CAREER EDUCATION; ELEMENTARY GRADES; EVALUATION TECHNIQUES; GOAL ORIENTATION; HUMANITIES; *INTEGRATED ACTIVITIES; *LANGUAGE ARTS; LESSON PLANS; MODELS; *OCCUPATIONAL GUIDANCE; RESOURCE MATERIALS; *VOCATIONAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 134P.; SECOND REVISED EDITION

ABSTRACT.. THIS INSTRUCTIONAL GUIDE FOR INTEGRATED CAREER EDUCATION ACTIVITIES AT THE ELEMENTARY LEVEL INCLUDES A RATIONALE FOR CAREER DEVELOPMENT, VARIOUS MODELS FOR CAREER DEVELOPMENT, SAMPLE LESSON PLANS, INFORMATION ON LEISURE ACTIVITIES AS RELATED TO CAREER DEVELOPMENT, AND A SUMMARY OF TEACHING SUGGESTIONS FOR CAREER EDUCATION PROGRAMS. THIS DOCUMENT WAS DEVELOPED AT A TEACHER WORKSHOP BY ITS SUPERVISOR, AN ASSOCIATE PROFESSOR OF EDUCATION. INTENDED FOR GUIDELINES FOR TEACHERS AND GUIDANCE COUNSELORS, THESE INSTRUCTIONAL OUTLINES WILL ALSO PROVE USEFUL FOR LOCAL EDUCATION AGENCIES AND TEACHER TRAINING INSTITUTIONS. THESE FEDERALLY FUNDED MATERIALS, FOCUSING ON LANGUAGE ARTS COMMUNICATION SKILLS, PRESENT EXTENSIVE SAMPLE LESSON PLANS, EACH WITH GENERAL AND SPECIFIC BEHAVIORAL OBJECTIVES, LEARNING ACTIVITIES, AND EVALUATION PROCEDURES. INCLUDED ARE EXTENSIVE APPENDED RESOURCE IDEAS AND MATERIALS AND A BIBLIOGRAPHY. (AG)

D 068887

PUBLICATION DATE.. 72

TITLE.. WORLD OF WORK IN AN ELEMENTARY SCHOOL.

PERSONAL AUTHOR.. EVANS, ERMA

DESCRIPTOR.. CAREER CHOICE; *CAREER EDUCATION; CAREER PLANNING; *CAREERS; ELEMENTARY GRADES; *ELEMENTARY SCHOOL CURRICULUM; ELEMENTARY SCHOOL GUIDANCE; *ELEMENTARY SCHOOL STUDENTS; PROGRAM DESCRIPTIONS; *VOCATIONAL DEVELOPMENT; VOCATIONAL EDUCATION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 22P.

ABSTRACT.. AN APPROACH TO TEACHING CAREER EDUCATION TO CHILDREN IN GRADES KINDERGARTEN THROUGH SIX IS PRESENTED IN THIS PROGRAM. THE ELEMENTARY STUDENTS DO ACTUAL "HANDS-ON" ACTIVITIES IN VARIOUS OCCUPATIONS SUCH AS WORKING WITH BLUE PRINTS, MAKING FLORAL ARRANGEMENTS AND CORSAGES, AND WORKING ON ACTUAL ENGINES AND MOTORS. SKILLS FOR A SPECIFIC OCCUPATION ARE TAUGHT; THEN AN EFFORT IS MADE TO CORRELATE THESE SKILLS WITH CONVENTIONAL SUBJECT AREAS. AN IMPORTANT OBJECTIVE OF THE PROGRAM IS TO HAVE CHILDREN ACTUALLY EXPERIENCE WHAT IT "FEELS" LIKE TO WORK IN A PARTICULAR OCCUPATION, TO THINK ABOUT WHAT KIND OF A PERSON HE IS HIMSELF, AND TO THINK ABOUT WHAT THE PERSON IN A PARTICULAR JOB IS LIKE. AN ENTIRE SCHOOL COMMUNITY BECAME INVOLVED IN THIS LEARNING PROGRAM. A SECTION IS PRESENTED IN THE REPORT CONCERNED WITH HOW SUCH A PROGRAM CAN BE INSTITUTED IN OTHER SCHOOL SETTINGS. (AUTHOR/BW)

ED 073254

PUBLICATION DATE.. 72

TITLE.. CAREER AWARENESS. A TEACHER'S GUIDE FOR ELEMENTARY GRADES.

DESCRIPTOR.. BIBLIOGRAPHIES; *CAREER EDUCATION; CLUSTER GROUPING; CONCEPT FORMATION; *ELEMENTARY GRADES; *HUMANITIES; *INTEGRATED CURRICULUM; LEARNING ACTIVITIES; OCCUPATIONAL INFORMATION; RESOURCE MATERIALS; *TEACHING GUIDES; TEACHING TECHNIQUES; VISUAL AIDS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 267P.

ABSTRACT.. THIS TEACHING GUIDE FOR THE ELEMENTARY GRADES CONTAINS SUMMARIES, IN A FOUR-COLUMN FORMAT, OF (1) CONCEPTS, (2) ACTIVITIES, (3) RESOURCES AND REFERENCES, AND (4) LINKING CONTENT, FOR CAREER EDUCATION ACTIVITIES IN THE

FOLLOWING FIELDS: (A) COMMUNITY INDUSTRIES, (B) AGRICULTURAL OCCUPATIONS, (C) DISTRIBUTIVE EDUCATION, (D) HEALTH OCCUPATIONS, (E) BUSINESS AND OFFICE OCCUPATIONS, AND (F) TECHNICAL AND TRADE AND INDUSTRIAL EDUCATION. VARIOUS BIBLIOGRAPHIES AND RESOURCE LISTS ARE APPENDED. DEVELOPED UNDER THE GUIDANCE OF THE ARKANSAS STATE PROGRAM PLANNING SECTION BY A GROUP OF TEACHERS, COUNSELORS, GUIDANCE PERSONNEL, STUDENTS AND PRINCIPALS, THIS PROJECT WAS FUNDED THROUGH A RESEARCH GRANT UNDER PUBLIC LAW 90-756. STUDENT DRAWINGS ILLUSTRATE THE TEXT, WHICH INCLUDES A RATIONALE FOR THESE INTEGRATED CAREER AWARENESS UNITS AND NUMEROUS JOB DESCRIPTIONS CORRELATED WITH THE INSTRUCTIONAL MATERIALS. A WIDE RANGE OF TEACHING TECHNIQUES IS ENCOURAGED, INCLUDING FIELD TRIPS, ROLE-PLAYING, GROUP DISCUSSIONS, AND CREATIVE ACTIVITIES. (AG)

ED 085498

PUBLICATION DATE.. AUG 72

TITLE.. WORLD OF WORK; ELEMENTARY SCHOOL HANDBOOK.

DESCRIPTOR.. *BIBLIOGRAPHIES; *CAREER EDUCATION; COMMUNITY INVOLVEMENT; EDUCATIONAL RESOURCES; *ELEMENTARY EDUCATION; FILMSTRIPS; INSTRUCTIONAL FILMS; *INSTRUCTIONAL MATERIALS; *MANUALS; OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 262P.; WRITTEN FOR THE PACIFIC AREA DEPARTMENT OF DEFENSE SCHOOLS

ABSTRACT.. IMPLEMENTING THE CONCEPT THAT THERE ARE TWO UNCHANGEABLE FACTORS OF ECONOMIC SOCIETY (THE DIGNITY OF THE WORKER AND THE DIGNITY OF WORK), THE HANDBOOK IS DESIGNED FOR PROFESSIONAL PERSONNEL CONCERNED WITH ELEMENTARY EDUCATION IN DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS IN THE PACIFIC AREA AND IS TO BE USED IN ALL EDUCATIONAL PROGRAMS. WRITTEN BY A COMMITTEE OF EDUCATORS DURING A SUMMER WORKSHOP, THE HANDBOOK DEALS WITH A VARIETY OF TOPICS WHICH TOGETHER CONSTITUTE A PRACTICAL PROGRAM IN CAREER EDUCATION. THE PURPOSE, CONCEPTS, AND OBJECTIVES OF THE PROGRAM ARE LISTED. A CAREER CLUSTER WHEEL, DEFINITION OF EACH CLUSTER, AND A PARTIAL LIST OF OCCUPATIONS FOUND IN THE CLUSTER COMPRISE THE NEXT SECTION. THE HANDBOOK NEXT DISCUSSES THE ROLES OF SCHOOL PERSONNEL IN CAREER EDUCATION, COMMUNITY ASSISTANCE, FIELD TRIPS, AND THE GENERAL CHARACTERISTICS AND BEHAVIORAL OBJECTIVES FOR STUDENTS RANGING FROM FIVE TO ELEVEN YEARS OLD. SUGGESTIONS ARE MADE FOR JOB CLUSTER ACTIVITIES AND IMPLEMENTATION OF SELECTED ACTIVITIES IN SEVERAL ACADEMIC AREAS. THE HANDBOOK CONCLUDES WITH A DETAILED LIST OF SOURCES INCLUDING A BIBLIOGRAPHY OF CHILDREN'S BOOKS; OCCUPATIONAL FILMS, FILMSTRIPS, RECORDINGS, AND SONGS; CATALOGS OF AUDIO-VISUAL MATERIAL, ADDRESSES OF PRODUCERS AND DISTRIBUTORS, AND SOURCES OF FREE MATERIALS. (AG)

ED 073237

PUBLICATION DATE.. OCT 72

TITLE.. BIBLIOGRAPHY OF K-6 CAREER EDUCATION MATERIALS FOR THE ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES (ETC. PROJECT).

PERSONAL AUTHOR.. PETERSON, MARLA; AND OTHERS

DESCRIPTOR.. *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BIBLIOGRAPHIES; *CAREER EDUCATION; CURRICULUM GUIDES; EDUCATIONAL RESEARCH; *ELEMENTARY GRADES; *INSTRUCTIONAL MATERIALS; MEASUREMENT INSTRUMENTS; *PROGRAM DEVELOPMENT; TEACHING GUIDES; TEXTBOOKS; VOCATIONAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 201P.

ABSTRACT.. PREPARED FOR STAFF OF THE ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES IN CAREER EDUCATION (ETC) PROJECT BUT OF USE TO LOCAL SCHOOL PERSONNEL IN DEVELOPING K-6 CAREER EDUCATION PROGRAMS, THIS ANNOTATED BIBLIOGRAPHY CONTAINS CAREER EDUCATION MATERIALS FOUND THROUGH A REVIEW OF RESEARCH REPORTS, ARTICLES IN PROFESSIONAL JOURNALS, AND COMMERCIALLY AND NON-COMMERCIALLY PUBLISHED MATERIALS. ENTRIES ARE ARRANGED ACCORDING TO THESE CATEGORIES: (1) THEORY, RATIONALE, PHILOSOPHY, WHICH INCLUDES PROFESSIONAL MATERIALS LISTED ALPHABETICALLY BY AUTHOR OR TITLE, (2) NON-COMMERCIAL MATERIALS, WHICH INCLUDES CURRICULUM GUIDES, PROJECTS, AND UNITS LISTED ALPHABETICALLY BY STATE, (3) COMMERCIAL MATERIALS, WHICH CONTAINS BOOKS AND AUDIOVISUAL MATERIALS LISTED ACCORDING TO TYPES OF PACKAGING (FILMS, BOOKS, ETC.) AND CONTENT RELATING TO SELF-DEVELOPMENT, WORLD OF WORK, AND OCCUPATIONAL CLUSTERS, (4) MEASUREMENT AND EVALUATION INSTRUMENTS, WHICH LISTS INSTRUMENTS FOR MEASUREMENT OF SELF-AWARENESS AND OCCUPATIONAL INTEREST IN YOUNG CHILDREN, AND (5) BIBLIOGRAPHIES. IN ADDITION TO TITLES AND AUTHOR(S), EACH ENTRY CONTAINS PUBLICATION INFORMATION AND AN ANNOTATION, WHICH WAS EITHER WRITTEN BY ETC STAFF OR WAS REPRODUCED FROM ABSTRACTS APPEARING IN "RESEARCH IN EDUCATION" (RIE), "ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (AIM), OR "ABSTRACTS OF RESEARCH MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (ARM). (SB)

ED 089087

PUBLICATION DATE.. 73

TITLE.. TEACHER'S GUIDE: CAREER AWARENESS, GRADES 1-6.

DESCRIPTOR.. *CAREER EDUCATION; *DISADVANTAGED YOUTH; *ELEMENTARY GRADES; INSTRUCTIONAL MATERIALS; LESSON PLANS; *RURAL EDUCATION; *TEACHING GUIDES

EDRS PRICE.. EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

DESCRIPTIVE NOTE.. 95P.

ABSTRACT.. THE GUIDE WAS DEVELOPED TO AID TEACHERS IN GRADES 1-6 IN INTEGRATING CAREER INFORMATION INTO THEIR EXISTING CURRICULUM. INCLUDED IN THE GUIDE IS A RATIONALE FOR THE LEFLORE COUNTY SCHOOL DISTRICT CAREER EDUCATION PROGRAM, THE RESPONSIBILITIES OF THE PERSONNEL INVOLVED IN THE PROGRAM, A CURRICULUM OUTLINE FOR EACH GRADE, SAMPLE CAREER ACTIVITIES, AND AN INSTRUCTIONAL MATERIALS SECTION. THE OBJECTIVE OF THE PROGRAM IS TO PROVIDE THE CHILDREN, ISOLATED IN RURAL TENANT HOUSES THROUGHOUT THE COUNTY, WITH AN EDUCATION WHICH WILL PREPARE THEM FOR THE ENVIRONMENT BEYOND THE AREA OF THEIR ISOLATION. THE DEVELOPMENT OF DESIRABLE TRAITS AND A HEALTHY SELF IMAGE IS ESSENTIAL FOR SUCCESS BOTH AS AN INDIVIDUAL AND IN THE WORLD OF WORK. APPROXIMATELY 30 PAGES OF THE GUIDE CONCERN LESSON PLANS. FOR EACH LESSON, INFORMATION IS PROVIDED FOR GRADE LEVEL, SUBJECT AREA, LESSON TITLE, PRE-PLANNING, OBJECTIVES, TEACHING PROCEDURES AND ACTIVITIES, CORRELATED SUBJECT AREAS, VOCABULARY, AND TEACHING AIDS. ANOTHER 30 PAGES PROVIDE INFORMATION ON FILMSTRIPS, KITS, PICTURE STUDY PRINTS, FLANNEL BOARD PICTURES, AND BOOKS AVAILABLE WITH LIMITED ANNOTATION. (AUTHOR/AG)

ED 083512

PUBLICATION DATE.. 73

TITLE.. CAREER AWARENESS PROGRAM; FRUTH ELEMENTARY SCHOOL.

PERSONAL AUTHOR.. KELLY, JULIA; GAUJOT, CAROL

DESCRIPTOR.. *CAREER EDUCATION; *CAREER PLANNING; *CAREERS; CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; ELEMENTARY SCHOOLS; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 70P.

ABSTRACT.. THIS IS A REPORT OF A CAREER EDUCATION PROGRAM, FIRST CONCEIVED THROUGH A SCHOOL ASSEMBLY AND INITIATED AT FRUTH ELEMENTARY SCHOOL IN GRADES K-6. THE FORMAT USED BY THE TEACHERS CORRELATES A PHASE OF THE WORLD OF WORK WITH REGULAR SCHOOL WORK. SOME STUDENTS AND TEACHERS FROM THE CAREER EDUCATION TECH. CENTER PARTICIPATE IN THIS PROGRAM AS DO SEVERAL AGENCIES. AREAS OF CONCENTRATION BY GRADE LEVEL ARE AS FOLLOWS: K-FAMILY WORKERS; G1-COMMUNITY HELPERS; G2-STORE WORKERS AND WORKERS WITH WHOM WE COME IN CONTACT; G3-HOSPITAL WORKERS; G3 AND 4-COAL, CHEMICAL AND FOOD INDUSTRIES; G4-CITY WORKERS; G5-BANKING CAREERS; G6-RADIO AND T.V. INDUSTRY; AND SPEC. ED.-CONSTRUCTION WORKERS. TOURS AND SPECIAL CAREER DAY EVENTS ARE ALSO PART OF THE TOTAL PROGRAM. TO CULMINATE AND TERMINATE THE CAREER EDUCATION PROGRAM K-6, AN ASSEMBLY FOR THE SCHOOL IS PLANNED AT WHICH TIME A SLIDE DOCUMENTARY OF THE PAST CAREER EDUCATION PROGRAMS WILL BE SHOWN. (AUTHOR/WSK)

ED 078204

PUBLICATION DATE.. 73

TITLE.. TEACHING FOR CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL. A LIFE-CENTERED APPROACH.

PERSONAL AUTHOR.. WERNICK, WALTER

DESCRIPTOR.. *CAREER EDUCATION; CURRICULUM GUIDES; ELEMENTARY GRADES; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *PROGRAM CONTENT; PROGRAM DEVELOPMENT; *PROGRAM PLANNING; RELEVANCE (EDUCATION); TEACHING GUIDES

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 230P.

ABSTRACT.. IN EIGHT CHAPTERS, AND GEARED TO PRACTICAL CONCERNS REQUIRING THE EFFORT OF AN ENERGETIC TEACHER, THIS BOOK EXPLAINS WHAT CAREER DEVELOPMENT ENTAILS, WHY CAREER EDUCATION ACTIVITIES ARE NECESSARY IN THE ELEMENTARY SCHOOL, AND HOW PLANS CAN BE DEVELOPED WITHIN A VARIETY OF EDUCATIONAL SETTINGS. UNDERLYING ITS FUNDAMENTAL PRINCIPLE IS THAT CAREER EDUCATION MUST BE A REFOCUSING OF THE WORK OF SCHOOLS ON PEOPLE. DESIGNING THE LEARNING ACTIVITIES, PREPARING FOR INSTRUCTIONAL PLANNING, TEACHING CAREER EDUCATION CONCEPTS WITHIN A VARIETY OF SUBJECT AREAS, AND IMPLEMENTING THE PROGRAM WITHIN EXISTING FACILITIES AND RESOURCES ARE DETAILED. MANY SAMPLE FORMS FOR TEACHER USE, SUGGESTIONS FOR STAFF DEVELOPMENT, AND CLASSROOM ACTIVITIES GEARED TO SPECIFIC LEVELS OF DEVELOPMENT ARE PROVIDED. (AUTHOR/SN)

AVAILABILITY.. CHARLES A. JONES PUBLISHING COMPANY, 4 VILLAGE GREEN, S. E., WORTHINGTON, OHIO 43085 (NO PRICE QUOTED)

ED 080663

PUBLICATION DATE.. 73

TITLE.. CAREER EDUCATION: GUIDANCE IN THE ELEMENTARY SCHOOL.

PERSONAL AUTHOR.. HILL, GEORGE E.

DESCRIPTOR.. *CAREER EDUCATION; EDUCATIONAL COORDINATION; *ELEMENTARY SCHOOL COUNSELORS; *ELEMENTARY SCHOOL GUIDANCE; ELEMENTARY SCHOOL STUDENTS; *GUIDANCE SERVICES; OCCUPATIONAL GUIDANCE; RESOURCE MATERIALS; *VOCATIONAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 26P.

ABSTRACT.. THERE APPEARS TO BE MUCH MISUNDERSTANDING ABOUT THE NEED FOR GUIDANCE AT THE BEGINNING LEVELS OF EDUCATION AND ESPECIALLY THE ROLE OF THE PROFESSIONAL COUNSELOR IN ELEMENTARY SCHOOLS. CAREER DEVELOPMENT CANNOT BE LEFT TO CHANCE. CAREER GUIDANCE SHOULD BE THE CONCERN OF ALL PERSONS WHO HAVE ANY ASSOCIATION WITH CHILDREN. IN THE SCHOOL THIS MEANS THAT GUIDANCE, INSTRUCTION, AND ADMINISTRATION ARE THREE PHASES OF AN INTEGRATED EDUCATIONAL EFFORT. GUIDANCE SERVICES INCLUDE: (1) CHILD STUDY, (2) COUNSELING, (3) ORIENTATION TO THE WORLDS OF WORK AND EDUCATION, (4) COORDINATION OF HOME AND COMMUNITY CONTACTS, (5) IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS AND TALENTS, AND (6) COORDINATION OF VARIOUS SPECIAL SERVICES. EMPHASIS IN THIS PAPER IS GIVEN TO GUIDANCE AS A STAFF-WIDE CONCERN IN ELEMENTARY SCHOOLS AND TO THE BELIEF THAT A GUIDANCE PROGRAM IS MOST LIKELY TO COME ABOUT IF THERE IS A PROFESSIONAL COUNSELOR ON THE STAFF. INCLUDED IN THE PAPER ARE LISTINGS OF RESOURCE MATERIALS TO ASSIST THE ELEMENTARY SCHOOL COUNSELOR. A DISCUSSION OF DIRECT WORK EXPERIENCES FOR ELEMENTARY SCHOOL CHILDREN TO MAKE CAREER EDUCATION MORE MEANINGFUL CONCLUDES THE PAPER. (MF)

AVAILABILITY.. PRODUCT UTILIZATION SECTION, THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, 1960 KENNY ROAD, COLUMBUS, OH 43210 (ONE OF A SET, PRICES AVAILABLE UPON REQUEST)

ED 082026

PUBLICATION DATE.. 73

TITLE.. CAREER EDUCATION IN THE ELEMENTARY SCHOOL: AN INFUSED APPROACH.

DESCRIPTOR.. *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BEHAVIORAL OBJECTIVES; *CAREER EDUCATION; ELEMENTARY GRADES; *ELEMENTARY SCHOOL CURRICULUM; *PRIMARY EDUCATION; PRIMARY GRADES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE.. 319P.

ABSTRACT.. FORTY SCHOOL PERSONNEL MET FOR A SIX-WEEK WORKSHOP, AT LONG ISLAND UNIVERSITY, WITH THE AIM OF INFUSING CAREER EDUCATION INTO EXISTING CURRICULA. INFUSED BEHAVIORAL OBJECTIVES WERE DEVELOPED AND CATEGORIZED UNDER EIGHT ELEMENTS (SELF AWARENESS, EDUCATIONAL AWARENESS, CAREER AWARENESS, ECONOMIC AWARENESS, DECISION MAKING, SKILL AWARENESS, EMPLOYABILITY SKILLS, ATTITUDES AND APPRECIATIONS) AND 32 THEMES FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION OF THE COMPREHENSIVE CAREER EDUCATION MODEL OF OHIO STATE UNIVERSITY. FOR KINDERGARTEN THROUGH GRADE 6, RESOURCES WERE RESEARCHED AND INCLUDE AUDIO-VISUAL MATERIALS, BOOKS, KITS, TEACHER AIDS, AND LISTS OF PEOPLE FROM BUSINESS AND INDUSTRY WHO MIGHT SERVE AS COMMUNITY CONSULTANTS. FOR EACH GRADE LEVEL, THERE IS LISTED THE CAREER EDUCATION ELEMENT, A PARTICULAR THEME, THE INFUSED BEHAVIORAL OBJECTIVE, CONTENT AREAS, AND RESOURCES. A SIXTEEN-PAGE ANNOTATED BIBLIOGRAPHY FOR CAREER EDUCATION IS INCLUDED. (AG)

ED 076831

PUBLICATION DATE.. FEB 73

TITLE.. INFUSION MODELS: CAREER EDUCATION IN THE ELEMENTARY SCHOOL.

PERSONAL AUTHOR.. DEAY, ARDETH M.; AND OTHERS

DESCRIPTOR.. *BEHAVIORAL OBJECTIVES; *CAREER EDUCATION; CONCEPT TEACHING; ELEMENTARY GRADES; *INTEGRATED CURRICULUM; MODELS; *SCIENCE UNITS; *SOCIAL STUDIES UNITS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 59P.

ABSTRACT.. THE PURPOSE OF THIS PUBLICATION IS TO AID ELEMENTARY TEACHERS IN DEFINING AND ILLUSTRATING CAREER EDUCATION CONCEPTS WITHIN THE FRAMEWORK OF THE SCIENCE AND SOCIAL STUDIES CURRICULUMS THAY ARE TEACHING. BEHAVIORAL OBJECTIVES WERE WRITTEN TO CONNECT THE SUBJECT AREAS WITH CAREER EDUCATION THEMES. THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION AT THE OHIO STATE UNIVERSITY DEVELOPED 8 CAREER EDUCATION ELEMENTS, COMPOSED OF 32 THEMES, WHICH WERE USED TO WRITE THE SIX SCIENCE AND SIX SOCIAL STUDIES UNITS PRESENTED IN THIS DOCUMENT. THE CAREER ELEMENTS ARE RELATED (IN A 3-COLUMN FORMAT OF THEMES, OBJECTIVES, AND UNIT CONTENT) TO THE SUBJECT CONTENT RESPONSIBILITIES OF ELEMENTARY TEACHERS AS OUTLINED BY THE NEW YORK STATE EDUCATION DEPARTMENT SYLLABUSES FOR SOCIAL STUDIES AND SCIENCE. THE MODELS ARE TENTATIVE AND ARE NOT INTENDED AS TEACHING UNITS BUT RATHER TO ASSIST IN PROVIDING DIRECTION TO TEACHER TASK FORCES IN CURRICULUM DEVELOPMENT. (MF)

AVAILABILITY.. INSTRUCTIONAL MATERIALS SERVICE, STONE HALL, CORNELL UNIVERSITY, ITHACA, N.Y. 14850 ($2.00)

ED 086821

PUBLICATION DATE.. AUG 73

TITLE.. SELF AWARENESS: ELEMENTARY CAREER EDUCATION GUIDE. VOLUME 1.

DESCRIPTOR.. *CAREER EDUCATION; EARLY CHILDHOOD EDUCATION; ELEMENTARY GRADES; PRIMARY GRADES; *RESOURCE GUIDES; *RESOURCE MATERIALS; *SELF CONCEPT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 91P.; SEE CE 000379 AND CE 000 851-5 FOR RELATED DOCUMENTS

ABSTRACT.. THE CAREER DEVELOPMENT PROJECT FORMULATED THIS RESOURCE LESSON GUIDE. THE FIRST VOLUME IS DEVOTED TO SELF AWARENESS LEADING TO THE LIFE-TIME TARGET OF SELF IDENTITY. AFTER A TEN-PAGE INTRODUCTION TO CAREER DEVELOPMENT, CAREER DEVELOPMENT RATIONALE AND THEORIES, AND CAREER CLUSTERS, AN OVERVIEW OF THE LESSON GUIDES AND RATIONALE AND GOALS FOR SELF AWARENESS ARE BRIEFLY GIVEN. THE REMAINDER OF THE GUIDE IS A PRESENTATION OF BOTH PUBLISHED AND ORIGINAL RESOURCES DIVIDED INTO DEVELOPMENTAL STAGES: EARLY CHILDHOOD, PRIMARY, AND INTERMEDIATE. INCLUDED IN EACH LESSON ARE INSTRUCTIONAL OBJECTIVES, INPUT, OUTPUT, AND EVALUATION. (SC)

ED 086822

PUBLICATION DATE..   AUG 73

TITLE..   CAREER AWARENESS--PRIMARY: ELEMENTARY CAREER EDUCATION GUIDE. VOLUME 2.

DESCRIPTOR..   *CAREER EDUCATION; EARLY CHILDHOOD EDUCATION; ELEMENTARY GRADES; PRIMARY GRADES; *RESOURCE GUIDES; *RESOURCE MATERIALS

EDRS PRICE..   EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE..   98P.; SOME PAGES MAY NOT REPRODUCE CLEARLY; SEE CE 000 379, CE 000 850, CE 000 852-5 FOR RELATED DOCUMENTS

ABSTRACT..   THE CAREER DEVELOPMENT PROJECT FORMULATED THIS RESOURCE LESSON GUIDE. THE SECOND VOLUME IS DEVOTED TO CAREER AWARENESS (AT THE PRIMARY LEVEL) LEADING TO THE LIFE-TIME TARGET OF CAREER IDENTITY. AFTER THE TEN-PAGE INTRODUCTION TO CAREER DEVELOPMENT, CAREER DEVELOPMENT RATIONALE AND THEORIES, AND CAREER CLUSTERS, AN OVERVIEW OF THE LESSON GUIDE AND RATIONALE AND GOALS FOR CAREER AWARENESS ARE BRIEFLY GIVEN. THE REMAINDER OF THE GUIDE IS A PRESENTATION OF BOTH PUBLISHED AND ORIGINAL RESOURCES DIVIDED INTO DEVELOPMENTAL STAGES, WITH EARLY CHILDHOOD AND PRIMARY LEVELS INCLUDED IN THIS VOLUME. INCLUDED IN EACH LESSON ARE INSTRUCTIONAL OBJECTIVES, INPUT, OUTPUT, AND EVALUATION. (SC)

ED 086823

PUBLICATION DATE..   AUG 73

TITLE..   CAREER AWARENESS--INTERMEDIATE: ELEMENTARY CAREER EDUCATION GUIDE. VOLUME 2B.

DESCRIPTOR..   *CAREER EDUCATION; ELEMENTARY GRADES; INTERMEDIATE GRADES; *RESOURCE GUIDES; *RESOURCE MATERIALS

EDRS PRICE..   EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE..   99P.; SEE CE 000 379, CE 000 850-1 AND CE 000 853-5 FOR RELATED DOCUMENTS

ABSTRACT..   THE CAREER DEVELOPMENT PROJECT FORMULATED THIS RESOURCE LESSON GUIDE. THIS VOLUME IS DEVOTED TO CAREER AWARENESS (AT THE INTERMEDIATE LEVEL) LEADING TO THE LIFE-TIME TARGET OF CAREER IDENTITY. PRESENTED ARE BOTH PUBLISHED AND ORIGINAL RESOURCES DIVIDED INTO DEVELOPMENTAL STAGES, WITH THE INTERMEDIATE LEVEL INCLUDED IN THIS VOLUME. EACH LESSON PLAN HAS INSTRUCTIONAL OBJECTIVES, INPUT, OUTPUT, AND EVALUATION. (SC)

ED 086 624

PUBLICATION DATE.. AUG 73

TITLE.. ECONOMIC AWARENESS: ELEMENTARY CAREER EDUCATION GUIDE. VOLUME 3.

DESCRIPTOR.. *CAREER EDUCATION; *ECONOMIC EDUCATION; ELEMENTARY GRADES; *RESOURCE GUIDES; *RESOURCE MATERIALS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 65P.; SEE CE 000 379, CE 000 850-2 AND CE 000 854-5 FOR RELATED DOCUMENTS

ABSTRACT.. THE CAREER DEVELOPMENT PROJECT FORMULATED THIS RESOURCE LESSON GUIDE. THE THIRD VOLUME IS DEVOTED TO ECONOMIC AWARENESS LEADING TO THE LIFE-TIME TARGET OF ECONOMIC UNDERSTANDING. AFTER A TEN-PAGE INTRODUCTION TO CAREER DEVELOPMENT, CAREER DEVELOPMENT RATIONALE AND THEORIES, AND CAREER CLUSTERS, AN OVERVIEW OF THE LESSON GUIDE AND RATIONALE AND GOALS FOR ECONOMIC AWARENESS ARE BRIEFLY GIVEN. THE REMAINDER OF THE GUIDE PRESENTS BOTH PUBLISHED AND ORIGINAL RESOURCES DIVIDED INTO DEVELOPMENTAL STAGE LEVELS. INCLUDED IN EACH LESSON ARE INSTRUCTIONAL OBJECTIVES, INPUT, OUTPUT, AND EVALUATION. (SC)

ED 086 625

PUBLICATION DATE.. AUG 73

TITLE.. BEGINNING COMPETENCY: ELEMENTARY CAREER EDUCATION GUIDE. VOLUME 4.

DESCRIPTOR.. *CAREER EDUCATION; ELEMENTARY GRADES; *JOB SKILLS; *RESOURCE GUIDES; RESOURCE MATERIALS; *VOCATIONAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 120P.; SEE CE 000 379, CE 000 850-3 AND CE 000 855 FOR RELATED DOCUMENTS

ABSTRACT.. THE CAREER DEVELOPMENT PROJECT FORMULATED THIS RESOURCE LESSON GUIDE. THE FOURTH VOLUME IS DEVOTED TO BEGINNING COMPETENCE LEADING TO THE LIFE-TIME TARGET OF EMPLOYABLE SKILLS. AFTER A TEN-PAGE INTRODUCTION TO CAREER DEVELOPMENT, CAREER DEVELOPMENT RATIONALE AND THEORIES, AND CAREER CLUSTERS, AN OVERVIEW OF THE LESSON GUIDE AND RATIONALE AND GOALS FOR BEGINNING COMPETENCY ARE BRIEFLY GIVEN. THE REMAINDER OF THE GUIDE IS A PRESENTATION OF BOTH PUBLISHED AND ORIGINAL RESOURCES DIVIDED INTO DEVELOPMENTAL LEVELS: EARLY CHILDHOOD, PRIMARY, AND INTERMEDIATE. INCLUDED IN EACH LESSON ARE INSTRUCTIONAL OBJECTIVES, INPUT, OUTPUT, AND EVALUATION. (SC)

ED 086826

PUBLICATION DATE.. AUG 73

TITLE.. APPRECIATION-ATTITUDES, DECISION MAKING, EDUCATIONAL AWARENESS, AND EMPLOYABILITY: ELEMENTARY CAREER EDUCATION GUIDE. VOLUME 5.

DESCRIPTOR.. *CAREER EDUCATION; *DECISION MAKING SKILLS; *EDUCATIONAL ATTITUDES; ELEMENTARY GRADES; EMPLOYMENT QUALIFICATIONS; *RESOURCE GUIDES; RESOURCE MATERIALS; *WORK ATTITUDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 78P.; SEE CE 000 379 AND CE 000 850-4 FOR RELATED DOCUMENTS

ABSTRACT.. THE CAREER DEVELOPMENT PROJECT FORMULATED THIS RESOURCE LESSON GUIDE. THE FIFTH VOLUME IS DEVOTED TO FOUR OBJECTIVES LEADING TO FOUR LIFE-TIME TARGETS: APPRECIATION-ATTITUDES LEADING TO SOCIAL SELF FULFILLMENT; DECISION MAKING LEADING TO CAREER DECISIONS, EDUCATIONAL AWARENESS LEADING TO EDUCATIONAL IDENTITY, AND EMPLOYABILITY LEADING TO CAREER PLACEMENT. AFTER A TEN-PAGE INTRODUCTION TO CAREER DEVELOPMENT, CAREER DEVELOPMENT RATIONALE AND THEORIES, AND CAREER CLUSTERS, AN OVERVIEW OF THE LESSON GUIDE AND RATIONALE AND GOALS FOR THE FOUR OBJECTIVES ARE BRIEFLY GIVEN. THE REMAINDER OF THE GUIDE IS A PRESENTATION OF BOTH PUBLISHED AND ORIGINAL RESOURCES DIVIDED INTO DEVELOPMENTAL STAGES: EARLY CHILDHOOD, PRIMARY, AND INTERMEDIATE. INCLUDED IN EACH LESSON ARE INSTRUCTIONAL OBJECTIVES, INPUT, OUTPUT, AND EVALUATION. (SC)

ED 087890

PUBLICATION DATE.. JUL 73

TITLE.. CAREER AWARENESS FOR SECONDARY AND ELEMENTARY STUDENTS CASES RESOURCE CURRICULUM GUIDE. VOLUME I: K-6.

DESCRIPTOR.. BIBLIOGRAPHIES; *CAREER EDUCATION; *CURRICULUM GUIDES; *ELEMENTARY GRADES; ELEMENTARY SCHOOL GUIDANCE; *PRIMARY EDUCATION; SELF CONCEPT; TEACHER DEVELOPED MATERIALS

EDRS PRICE.. EDRS PRICE MF-$0.75 HC-$17.40 PLUS POSTAGE

DESCRIPTIVE NOTE.. 367P.

ABSTRACT.. THE CURRICULUM GUIDE IS THE RESULT OF A RESEARCH AND DEVELOPMENT PROJECT CALLED CASES--CAREER AWARENESS FOR SECONDARY AND ELEMENTARY STUDENTS. THE GUIDE IS IN TWO VOLUMES. VOLUME 1 IS INTENDED FOR THE K-6 LEVEL. VOLUME 2 (CE 000 982) IS FOR GRADES 7-9. THE FIRST VOLUME IS DIVIDED INTO SIX SECTIONS. SECTION ONE IS AN INTRODUCTION TO CAREER EDUCATION: WHAT IT IS, ITS CHARACTERISTICS, GOALS, AND OUTCOMES, AND ITS CLUSTERS AND

MODELS. THE SECOND SECTION CONCERNS GUIDANCE AT THE ELEMENTARY LEVEL: THE ROLE OF THE COUNSELOR, APPROPRIATE GOALS, IDENTIFICATION OF INTERESTS, ABILITIES, BEHAVIOR CHARACTERISTICS, AND RELATED TOPICS. THE THIRD, AND MAIN, SECTION IS SEPARATED INTO SEVEN SUBDIVISIONS. EACH SUBDIVISION IS DEVOTED TO ONE OF THE SEVEN GRADE LEVELS INCLUDED IN THE VOLUME'S SCOPE, K-6. EACH GRADE LEVEL IS INTRODUCED WITH A STATEMENT OF CAREER EDUCATION FOCUS FOR THAT LEVEL. CONCEPTS, TEACHER OBJECTIVES, BEHAVIORAL OBJECTIVES, ACTIVITIES, REFERENCES AND MATERIALS, AND A BIBLIOGRAPHY ALSO CONSTITUTE PART OF EACH SUBDIVISION. SECTION FOUR IS A PUPPETRY HANDBOOK; SECTION FIVE, A FIELD TRIP GUIDE; AND SECTION SIX IS A BIBLIOGRAPHY OF REFERENCE BOOKS, GOVERNMENT PUBLICATIONS, AND CURRICULUM GUIDES. THE EMPHASIS OF THE PROJECT AT THE K-6 LEVEL IS ON SELF-AWARENESS AND CAREER AWARENESS. (AG)

ED 086790

PUBLICATION DATE.. 73

TITLE.. CAREER AWARENESS HANDBOOK: WHAT SHALL WE BE?

DESCRIPTOR.. *CAREER EDUCATION; CURRICULUM; ELEMENTARY SCHOOL CURRICULUM; *GUIDES; JUNIOR HIGH SCHOOLS; MANUALS; *SCHOOL COMMUNITY RELATIONSHIP; *SPEECH EDUCATION; SYSTEMS APPROACH; *VOLUNTEERS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 20P.

ABSTRACT. THE DOCUMENT IS A GUIDE TO BE USED BY MEMBERS OF A COMMUNITY WHO HAVE VOLUNTEERED TO SPEAK ABOUT THEIR OCCUPATION TO A CLASS IN GRADES THREE THROUGH EIGHT. THE HANDBOOK SUGGESTS TOPICS AND APPROACHES SUITABLE TO EACH GRADE LEVEL AND INCLUDES A DESCRIPTION OF THE CHARACTERISTICS OF STUDENTS AT EACH GRADE LEVEL. IT IS PART OF A PROGRAM BASED ON A SYSTEMS APPROACH TO CAREER EDUCATION. THE PROGRAM IS EXPLAINED IN CE 000 773, AND A CURRICULUM GUIDE IS AVAILABLE AS CE 000 775 (AG)

ED 022219

PUBLICATION DATE.. 68

TITLE.. CAREER DEVELOPMENT ACTIVITIES. GRADES 5, 6, 7.

DESCRIPTOR.. CAREER CHOICE; *CAREER PLANNING; *CURRICULUM DEVELOPMENT; GRADE 5; GRADE 6; GRADE 7; *INSTRUCTIONAL MATERIALS; *INTERMEDIATE GRADES; *OCCUPATIONAL GUIDANCE

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 146P.

ABSTRACT.. CURRICULUM MATERIALS FOR USE IN THE VOCATIONAL GUIDANCE OF STUDENTS IN GRADES FIVE, SIX, AND SEVEN ARE PRESENTED. THESE MATERIALS ARE BASED ON SEVERAL VOCATIONAL DEVELOPMENT THEORIES. THE GOAL IS THE UTILIZATION OF LEARNING ACTIVITIES IN THE CLASSROOM TO SHOW STUDENTS THE PROCESSES THROUGH WHICH CAREER DECISIONS MAY BE MADE. (NS)

A.3.b. Career Education Resources

Middle and Junior High School

ED 049355

PUBLICATION DATE.. 70

TITLE.. A GUIDE FOR TEACHERS OF A COURSE IN CAREER EXPLORATION, GRADES 8-9-10.

DESCRIPTOR.. CAREER OPPORTUNITIES; *CAREER PLANNING; *COURSE CONTENT; COURSE OBJECTIVES; CURRICULUM DEVELOPMENT; INSTRUCTIONAL MATERIALS; JUNIOR HIGH SCHOOLS; OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; RESOURCE MATERIALS; SECONDARY EDUCATION; *TEACHING GUIDES; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE.. 159P.

ABSTRACT.. DEVELOPED BY COUNSELORS AND TEACHERS IN A WORKSHOP SETTING, THIS TEACHING GUIDE SHOULD BE OF VALUE IN PLANNING AND IMPLEMENTING A COURSE IN CAREER EXPLORATION. DESIGNED FOR USE IN GRADES 8, 9, AND 10, THE GUIDE PRESENTS CREATIVE IDEAS FOR THE FOLLOWING UNITS: (1) KNOW YOURSELF, (2) WORLD OF WORK, (3) USE OF OCCUPATIONAL INFORMATION, AND (4) CAREER EDUCATIONAL PLANNING. EACH UNIT INCLUDES STATED OBJECTIVES, SUGGESTED ACTIVITIES, EVALUATION TECHNIQUES, AND SOURCES OF RECOMMENDED INSTRUCTIONAL MATERIALS. ARRANGED IN A FOUR-COLUMN FORMAT, THE GUIDE ALSO INCLUDES CHECK LISTS, ILLUSTRATIONS, SAMPLE FORMS, AND A PUBLISHER INDEX. (JS)

AVAILABILITY.. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER, STATE DEPT. FOR VOCATIONAL AND TECHNICAL EDUCATION, 1515 W. 6TH AVE., STILLWATER, OKLAHOMA 74074 ($1.50)

INSTITUTION NAME.. OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT, STILLWATER.

ED 064493

PUBLICATION DATE.. 71

TITLE.. CAREER DEVELOPMENT RESOURCE GUIDE, GRADES 6-8. IT'S TIME TO PLAN.

DESCRIPTOR.. BIBLIOGRAPHIES; *CAREER EDUCATION; EDUCATIONAL OBJECTIVES; EVALUATION TECHNIQUES; *INTEGRATED CURRICULUM; *INTERMEDIATE GRADES; LEARNING ACTIVITIES; LEISURE TIME; OCCUPATIONAL INFORMATION; OCCUPATIONS; *RESOURCE GUIDES; SELF CONCEPT; TEACHING GUIDES; TEACHING PROCEDURES; UNIT PLAN; *VOCATIONAL DEVELOPMENT; WORK ATTITUDES

IDENTIFIER.. ATTITUDE APPRECIATIONS; *CAREER EXPLORATION; SELF AWARENESS

DESCRIPTIVE NOTE.. 161P.

ABSTRACT.. DEVELOPED BY A SUPERVISOR OF GUIDANCE AND TESTING AND A SUPERVISOR OF VOCATIONAL EDUCATION AND INDUSTRIAL ARTS, WITH THE AID OF MIDDLE SCHOOL TEACHERS, COUNSELORS, AND CONSULTANTS, THIS RESOURCE GUIDE FOR GRADES 6-8 CONTAINS IDEAS AND ACTIVITIES FOR INCORPORATING A PROGRAM OF CAREER EXPLORATION INTO THE MIDDLE SCHOOL CURRICULUM. INTENDED TO HELP CHILDREN DEVELOP POSITIVE AND REALISTIC SELF CONCEPTS, WHOLESOME WORK ATTITUDES, AND KNOWLEDGE OF THE WORLD OF WORK AND PROFITABLE USE OF LEISURE TIME, EXPLORATION ACTIVITIES ARE SUGGESTED BY GRADE LEVEL FOR SOCIAL STUDIES, LANGUAGE ARTS, MATHEMATICS, SCIENCE, ART, MUSIC, HOME ECONOMICS, INDUSTRIAL ARTS, AND PHYSICAL EDUCATION. SAMPLE LESSON PLANS KEYED TO A GENERALIZATION AND DEVELOPMENTAL CONCEPT AND CONTAINING RATIONALES, OBJECTIVES, TEACHING STRATEGIES, AND EVALUATION SUGGESTIONS ARE INCLUDED FOR EACH SUBJECT MATTER AREA. A NUMBER OF TECHNIQUES ARE SUGGESTED FOR ACCOMPLISHING THE CONCEPTS, INCLUDING FIELD TRIPS, RESOURCE PERSONS, CLASS DISCUSSIONS, FILMS AND FILMSTRIPS, AND INDIVIDUAL PROJECTS. SAMPLE STUDENT MATERIALS AND A BIBLIOGRAPHY OF TEACHER AND STUDENT REFERENCES ARE INCLUDED. A RESOURCE GUIDE FOR GRADES K-5 IS AVAILABLE AS VT 015 757 IN THIS ISSUE. (SB)

INSTITUTION NAME.. HOWARD COUNTY BOARD OF EDUCATION, CLARKSVILLE, MD.

ED 065666

TITLE.. VOCATIONAL DEVELOPMENT IN GRADES SEVEN, EIGHT AND NINE. A RESOURCE GUIDE INTEGRATING SELECTED VOCATIONAL DEVELOPMENT CONCEPTS WITH EIGHT AREAS OF THE CURRICULUM IN GRADES SEVEN, EIGHT AND NINE.

DESCRIPTOR.. *CAREER EDUCATION; CONCEPT TEACHING; COURSE CONTENT; CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; ENGLISH; GRADE 7; GRADE 8; GRADE 9; HOME ECONOMICS EDUCATION; HUMANITIES; INDUSTRIAL ARTS; *INTEGRATED CURRICULUM; *JUNIOR HIGH SCHOOLS; MATHEMATICS; OCCUPATIONAL GUIDANCE; PHYSICAL EDUCATION; *RESOURCE GUIDES; SCIENCE CURRICULUM; SOCIAL STUDIES; TEACHING TECHNIQUES; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. CAREER AWARENESS

DESCRIPTIVE NOTE.. 367P.; PAES COLLECTION

ABSTRACT.. DEVELOPED BY REPRESENTATIVES FROM STATE GUIDANCE, EDUCATION, AND EMPLOYMENT, THIS RESOURCE GUIDE WAS DESIGNED TO FACILITATE THE INTEGRATION OF CAREER EDUCATION CONCEPTS INTO THE CURRICULUM OF JUNIOR HIGH SCHOOLS. RECOGNIZING THAT CAREER DEVELOPMENT IS A LIFE-LONG PROCESS, LEARNING EXPERIENCES TO DEVELOP WORK CONCEPTS AND ATTITUDES ARE OUTLINED FOR: (1) ENGLISH, (2) MATHEMATICS, (3) PHYSICAL AND LIFE SCIENCES, (4) SOCIAL STUDIES, (5) ART, (6) HOME ECONOMICS, (7) INDUSTRIAL ARTS, AND (8) PHYSICAL EDUCATION. MOST OF THE ACTIVITIES ARE CONCERNED WITH DEVELOPMENT OF ATTITUDES AND SKILLS ASSOCIATED WITH VOCATIONAL AWARENESS, AND ARE DESIGNED FOR TEACHERS WHO ARE CONCERNED ABOUT, BUT NOT NECESSARILY TRAINED IN, VOCATIONAL LEARNING-MATURATION. ACTIVITIES EMPHASIZE WORK FUNCTIONS AND WORKER TRAIT COMPONENTS AND EXPOSURE TO RELEVANT CONCEPTS, AND SHOULD BE ADAPTED BY THE TEACHER AND USED WITH OTHER RELATED TOOLS. IN ADDITION TO IDENTIFYING CONCEPTS TO BE TAUGHT, THE GUIDE ALSO OUTLINES CONTENT, TEACHING TECHNIQUES, AND RESOURCES. INCLUDED IN THE APPENDIXES ARE DATA ON CLASSIFYING OCCUPATIONS. (JS)

INSTITUTION NAME.. MID-HUDSON CAREER DEVELOPMENT AND INFORMATION CENTER, BEACON, N. Y.; MID-HUDSON INDUSTRIAL ASSOCIATION.; NEW YORK STATE DEPT. OF LABOR, ALBANY. DIV. OF EMPLOYMENT.; NEW YORK STATE EDUCATION DEPT., ALBANY.

ED 067469

PUBLICATION DATE.. 72

TITLE.. A RESOURCE GUIDE FOR CAREER DEVELOPMENT IN THE JUNIOR HIGH SCHOOL.

PERSONAL AUTHOR.. BENSON, ARLAND

DESCRIPTOR.. BEHAVIORAL OBJECTIVES; *CAREER EDUCATION; COMMUNITY RESOURCES; *DEVELOPMENTAL PROGRAMS; HUMANITIES; *JUNIOR HIGH SCHOOL STUDENTS; LEARNING ACTIVITIES; OCCUPATIONAL GUIDANCE; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; *RESOURCE GUIDES; STUDENT EVALUATION; *VOCATIONAL DEVELOPMENT; WORKSHEETS

IDENTIFIER.. CAREER AWARENESS; DECISIONS; ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; SELF AWARENESS

DESCRIPTIVE NOTE.. 222P.

ABSTRACT.. THIS RESOURCE GUIDE FOR A DEVELOPMENTAL JUNIOR HIGH CAREER EDUCATION PROGRAM CONTAINS GENERAL AND SPECIFIC BEHAVIORAL OBJECTIVES, A PROGRAM DESCRIPTION, AND A WIDE RANGE OF RESOURCE MATERIALS, INCLUDING STUDENT AND TEACHER WORKSHEETS AND EVALUATION FORMS. DEVELOPED BY A JUNIOR HIGH COUNSELOR AND FUNDED BY THE ELEMENTARY SECONDARY EDUCATION ACT, TITLE III, GUIDANCE AND COUNSELING, THE UNIT IS THREE-HOLE PUNCHED FOR INSERTION IN A RING BINDER. LEARNING ACTIVITIES, SPECIFIC SUBJECT AREA AND GRADE LEVEL, AND RESOURCE LISTS ARE PRESENTED IN A 3-COLUMN CHART FORMAT. AN ANNOTATED LIST OF FILMS IS INCLUDED. SIMULATION GAMES AND OTHER GROUP ACTIVITIES ARE PROVIDED. (AG)

INSTITUTION NAME.. MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. PUPIL PERSONNEL SERVICES SECTION.; ROSEVILLE AREA SCHOOL DISTRICT 623, MINN.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

ED 072154

PUBLICATION DATE.. NOV 72

TITLE.. USE OF VISUAL LITERACY TECHNIQUES TO TEACH UNITS ON CAREER DEVELOPMENT TO DISADVANTAGED SEVENTH GRADERS. FINAL REPORT.

PERSONAL AUTHOR.. LEWIS, JAMES P.; HAYES, ROBERT B.

DESCRIPTOR.. CAREER EDUCATION; CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; EDUCATIONALLY DISADVANTAGED; FIELD TRIPS; *GRADE 7; INDUSTRIAL ARTS; *INDUSTRIAL EDUCATION; INSTRUCTIONAL MEDIA; MIDDLE SCHOOLS; PROGRAM EVALUATION; TEACHING METHODS; *VISUAL LITERACY; *VOCATIONAL DEVELOPMENT; WORK ATTITUDES; WORK EXPERIENCE

IDENTIFIER.. PENNSYLVANIA

DESCRIPTIVE NOTE.. 84P.

ABSTRACT.. CAN EDUCATIONALLY DISADVANTAGED PUPILS' ATTITUDES, INTERESTS AND KNOWLEDGE CONCERNING THE WORLD OF WORK BE IMPROVED THROUGH VISUAL LITERACY TECHNIQUES (VLT) AND THE GREAT WORLD OF WORK CURRICULUM GUIDE (GWWCG)? SUBJECTS WERE 158 EDUCATIONALLY DISADVANTAGED BOYS FROM THE HARRISBURG MIDDLE SCHOOL. THE "VOCATIONAL DEVELOPMENT INVENTORY," "PICTURE INTEREST INVENTORY" AND THE "PENNSYLVANIA OCCUPATIONAL QUESTIONNAIRE" WERE USED AS PRE- AND POSTMEASURES. THE VLT PROGRAM ALSO INCLUDED GWWCG. SINCE SIGNIFICANT DIFFERENCES DID NOT OCCUR BETWEEN THE VLT AND GWWCG GROUPS, THIS STUDY DID NOT SUPPORT THE ADDITIONAL EXPENSE OF VISUAL LITERACY TECHNIQUES WHICH REQUIRED THE PURCHASE OF CAMERAS. BOTH THE VLT AND GWWCG GROUPS MADE SIGNIFICANT GAINS COMPARED TO THE TRADITIONAL PROGRAM. THESE SIGNIFICANT GAINS INDICATE THE IMPORTANCE OF STRUCTURED, WELL PLANNED FIELD TRIPS WHICH REQUIRE PUPILS TO ANSWER KEY QUESTIONS IN WRITING, AS WELL AS OF OTHER APPROPRIATE LEARNING EXPERIENCES. SUCH FIELD TRIPS WERE MADE WITH DEFINITE PURPOSES IN MIND. THESE PURPOSES HAD BEEN MADE CLEAR TO THE PUPILS. ALSO THE WRITTEN FOLLOW-UP EXERCISES PROVIDED LEARNING REINFORCEMENT WHICH APPARENTLY CONTRIBUTED TO A SIGNIFICANT GAIN IN OCCUPATIONAL AWARENESS FOR EDUCATIONALLY DISADVANTAGED PUPILS. (AUTHOR/JW)

INSTITUTION NAME.. PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF EDUCATIONAL RESEARCH.

SPONSORING AGENCY NAME.. NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C. REGIONAL RESEARCH PROGRAM.

ED 073575

PUBLICATION DATE.. 72

TITLE.. HANDS-ON, CAREER EXPLORATION FOR BRIGHT STUDENTS.

PERSONAL AUTHOR.. STOVALL, BETTY J.; AND OTHERS

DESCRIPTOR.. CAREER EDUCATION; *CURRICULUM GUIDES; *EXCEPTIONAL CHILD EDUCATION; *GIFTED; JUNIOR HIGH SCHOOL STUDENTS; *PREVOCATIONAL EDUCATION; *WORKSHOPS

DESCRIPTIVE NOTE.. 92P.

ABSTRACT.. PRODUCED AS PART OF A 5 WEEK WORKSHOP ON CAREER EXPLORATIONS FOR 51 BRIGHT, MIDDLE GRADE STUDENTS AND 20 TEACHERS, THE CURRICULUM GUIDE DISCUSSES CAREER EDUCATION, OUTLINES THE WORKSHOP EXPERIENCES, CONSIDERS THE INQUIRY PROCESS, AND OUTLINES 60 UNITS ON NON BACCALAUREATE CAREERS IN 15 CAREER CLUSTERS. A LACK OF CAREER EDUCATION PROGRAMS WITH OTHER THAN A COLLEGE PREPARATORY EMPHASIS FOR BRIGHT STUDENTS IS SAID TO HAVE LED TO THE WORKSHOP WHICH PROVIDED TEACHER INSERVICE TRAINING AND 3 WEEKS OF PUPIL EXPERIENCES IN SIX CAREER CLUSTERS. WORKSHOP EXPERIENCES ARE REPORTED TO HAVE INCLUDED FIELD TRIPS, SIMULATIONS, AND ACTUAL EXPERIENCE WITH ACTIVITIES SUCH AS TELEGRAPHY, DRAFTING, AND BRICKLAYING. THE INQUIRY PROCESS OF INSTRUCTION WHICH UTILIZES A VARIETY OF LEARNING AND TEACHING STYLES IS OUTLINED. THE MAJORITY OF THE GUIDE CONTAINS THE CAREER

EXPLORATION UNITS OF WHICH THE TOBACCO FARMER, FLORAL DESIGNER, COMMERCIAL BANK TELLER, AND GAME WARDEN ARE EXAMPLES. UNITS ARE OUTLINED IN TERMS OF CAREER CLUSTER, CAREER, SUGGESTED PROBLEM, INTRODUCTORY ACTIVITIES, HYPOTHESIS, INVESTIGATION, CONCLUSION, PRESENTATION, EVALUATION, AND RELATED DISCIPLINES. APPENDIXES INCLUDE WORK PREFERENCE SCALES USED TO EVALUATE THE WORKSHOP. (DB)

INSTITUTION NAME.. NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. FOR EXCEPTIONAL CHILDREN.

ED 076830

PUBLICATION DATE.. DEC 72

TITLE.. ANNOTATED BIBLIOGRAPHY OF CAREER-RELEVANT LITERATURE AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVEL.

PERSONAL AUTHOR.. LOHEYDE, KATHY

DESCRIPTOR.. *ANNOTATED BIBLIOGRAPHIES; *CAREER EDUCATION; *ENGLISH PROGRAMS; JUNIOR HIGH SCHOOL STUDENTS; *OCCUPATIONAL INFORMATION; OCCUPATIONS; SECONDARY GRADES; *SECONDARY SCHOOL TEACHERS

DESCRIPTIVE NOTE.. 36P.

ABSTRACT.. COVERING A WIDE RANGE OF OCCUPATIONAL AREAS, THIS ANNOTATED BIBLIOGRAPHY WAS DEVELOPED TO ASSIST ENGLISH TEACHERS IN LOCATING APPROPRIATE REFERENCES FOR THEIR STUDENTS IN THE AREA OF CAREER EDUCATION. SECTIONAL DIVISIONS UNDER WHICH ENTRIES APPEAR INCLUDE: (1) JUNIOR HIGH SCHOOL NON-FICTION, (2) JUNIOR HIGH SCHOOL FICTION, (3) SENIOR HIGH SCHOOL NON-FICTION, AND (4) TOPICAL INDEX BY PROFESSION. (SN)

AVAILABILITY.. INSTRUCTIONAL MATERIALS SERVICE, STONE HALL, CORNELL UNIVERSITY, ITHACA, NY 14850 ($2.00)

INSTITUTION NAME.. NEW YORK STATE EDUCATION DEPT., ALBANY. OFFICE OF OCCUPATIONAL EDUCATION.; STATE UNIV. OF NEW YORK, ITHACA. CORNELL INST. FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION.

ED 078180

PUBLICATION DATE.. 21 FEB 73

TITLE.. CAREER EDUCATION AT THE JUNIOR HIGH EDUCATIONAL LEVEL--A TIME FOR CAREER EXPLORATION PLUS.

PERSONAL AUTHOR.. RISTAU, ROBERT A.

DESCRIPTOR.. *CAREER EDUCATION; *CAREER PLANNING; EDUCATIONAL OBJECTIVES; *JUNIOR HIGH SCHOOL STUDENTS; MODELS; OCCUPATIONAL CLUSTERS; *SELF CONCEPT; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. *COMPREHENSIVE CAREER EDUCATION MODEL; WISCONSIN MODEL

DESCRIPTIVE NOTE.. 20P.; PAPER PRESENTED TO THE ANNUAL RESEARCH CONFERENCE OF THE NATIONAL ASSOCIATION OF BUSINESS TEACHER EDUCATORS (5TH, CHICAGO, ILL., FEBRUARY 21, 1973)

ABSTRACT.. THE PAPER DISCUSSES THE NEED FOR CAREER DEVELOPMENT PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS AND LOOKS AT CAREER EDUCATION MODELING. THERE APPEARS TO BE SOME CONSENSUS THAT THE SELF-CONCEPT THEORY SHOULD GIVE DIRECTION TO CAREER EDUCATION PLANNING. AN INTERESTING CHARACTERISTIC OF THE CAREER EDUCATION MOVEMENT IS THE MULTIPLICITY OF MODELS WHICH HAVE BEEN DEVELOPED. TWO MODELS ARE SPECIFICALLY EXAMINED: (1) THE NATIONAL SCHOOL-BASED COMPREHENSIVE CAREER EDUCATION MODEL, WHICH PROVIDES A MATRIX LINKING 8 THEMES AND 13 GRADES, AND (2) THE WISCONSIN MODEL, WHICH PROVIDES A SCOPE-AND-SEQUENCE CHART FOR 15 BASIC CONCEPTS. THE TRANSITIONAL YEARS OF THE JUNIOR HIGH EDUCATIONAL LEVEL PROVIDE SOME UNIQUE OPPORTUNITIES TO RELATE TO THE CAREER DEVELOPMENT OF YOUTH. WITH A FOCUS ON THE STUDENT AS AN INDIVIDUAL AND BASED ON SOUND CAREER DEVELOPMENT THEORY, PROGRAMS OF CAREER EXPLORATION CAN MEET A SIGNIFICANT NEED. CAREER AWARENESS AND EXPLORATION ARE CLOSELY INTERTWINED AND CONTINUE THROUGHOUT LIFE. OCCUPATIONAL CLUSTERS AND CAREER OBJECTIVES DEVELOPED IN BOTH MODELS ARE FURTHER DISCUSSED. THE PAPER CONCLUDES THAT ALTHOUGH CAREER EXPLORATION MAY APPROPRIATELY BE EMPHASIZED AS A PROGRAM ACTIVITY FOR JUNIOR HIGH STUDENTS, OTHER ASPECTS OF CAREER EDUCATION MUST ALSO BE TREATED. (AUTHOR/MF)

ED 079380

PUBLICATION DATE.. 5 FEB 73

TITLE.. NEW SKINS FOR NEW WINE.

PERSONAL AUTHOR.. SAFRANSKY, ROBERT J.

DESCRIPTOR.. *ACHIEVEMENT RATING; *CAREER EDUCATION; CAREER PLANNING; INTERMEDIATE GRADES; OCCUPATIONAL GUIDANCE; OCCUPATIONAL INFORMATION; PROGRAM DESCRIPTIONS; STUDENT EVALUATION; *VOCATIONAL DEVELOPMENT; *VOCATIONAL INTERESTS

DESCRIPTIVE NOTE.. 18P.; PAPER PRESENTED AT ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (DALLAS, TEXAS, FEBRUARY 5, 1973)

ABSTRACT.. THE DEVELOPMENT OF A PRE-VOCATIONAL EXPLORATORY PROGRAM BY A JUNIOR HIGH SCHOOL FACULTY IS REPORTED. IN AN ATTEMPT TO INTEGRATE THE ACADEMIC AND PRE-VOCATIONAL EXPLORATORY SUBJECTS, ALL PUPILS ARE REQUIRED TO TAKE A VOCATIONAL COURSE AS PART OF THEIR NORMAL LOAD. THE PRIMARY GOAL OF THE PROGRAM IS TO DEVELOP AN AWARENESS OF THE MANY CAREERS AND CAREER OPPORTUNITIES THAT ARE AVAILABLE TO PUPILS WHO WILL PREPARE THEMSELVES FOR THESE CAREERS THROUGH APPROPRIATE EDUCATIONAL AND SKILL TRAINING PROGRAMS. THE FACULTY ALSO DEVELOPED A PROGRESS REPORT THAT USES, INSTEAD OF LETTER GRADES, A COMBINATION OF WRITTEN STATEMENTS ABOUT THE PUPIL'S WORK IN THE AREA AND A CHECKLIST ON HIS CITIZENSHIP AND WORK HABITS. PUPILS ARE MEASURED IN RELATION TO THEIR ABILITIES AND EFFORT IN CLASS. THE PROBLEM THAT A NON-GRADED PROGRESS REPORT PRESENTS TO RECEIVING SCHOOLS WAS PARTIALLY SOLVED BY INCLUDING AN EXPLANATION OF THE PROGRESS REPORT. (AUTHOR/KM)

ED 086863

PUBLICATION DATE.. SEP 73

TITLE.. KEEP CAREERS IN MIND: MIDDLE SCHOOL CAREER EDUCATION.

DESCRIPTOR.. *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL PROGRAMS; *MIDDLE SCHOOLS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION; TEACHER DEVELOPED MATERIALS; *TEACHING GUIDES

DESCRIPTIVE NOTE.. 297P.

ABSTRACT.. THE PURPOSE OF THE HANDBOOK IS TO PROVIDE TEACHERS OF MIDDLE SCHOOL STUDENTS A RESOURCE FOR INTEGRATING CAREER EDUCATION INTO SUBJECT AREA DISCIPLINES. WRITTEN BY A COMMITTEE OF EDUCATORS FROM THE PACIFIC AREA DEPARTMENT OF DEFENSE SCHOOLS DURING A SUMMER WORKSHOP, THE DOCUMENT PROVIDES A JOB CLUSTER WHEEL OF FIFTEEN CLUSTERS (OFFICE OCCUPATIONS, PERSONAL SERVICES, PUBLIC SERVICE, TRANSPORTATION, HEALTH OCCUPATIONS, AGRI-BUSINESS AND NATURAL RESOURCES, FINE ARTS AND HUMANITIES, COMMUNICATIONS AND MEDIA, MARINE SCIENCE, CONSTRUCTION, CONSUMER AND HOMEMAKING OCCUPATIONS, ENVIRONMENT, HOSPITALITY AND RECREATION, MANUFACTURING, AND MARKETING AND DISTRIBUTION). THE CLUSTERS ARE FURTHER REFINED IN OUTLINE FORM, INCLUDING JOBS AT ALL LEVELS. IN STUDYING THE CLUSTERS, STUDENTS WILL BECOME ABLE TO: IDENTIFY VARIOUS OCCUPATIONS, IDENTIFY SKILLS AND TALENTS OF WORKERS, OBSERVE HOW OCCUPATIONS AFFECT LIFE STYLE, RELATE PRODUCTS AND SERVICES WITH WORKER INTERACTION, RECOGNIZE THAT ENVIRONMENTS AFFECT JOB LOCATION, AND ASCERTAIN HOW A WORKER GAINS DIGNITY AND SATISFACTION FROM A JOB WELL DONE. SUGGESTIONS FOR ROLES OF SCHOOL PERSONNEL AND THE USE OF FIELD TRIPS, GUEST SPEAKERS, AND MEDIA ARE INCLUDED. THE MAJOR PORTION OF THE DOCUMENT IS DEVOTED TO SPECIFIC ACTIVITIES IN TWELVE DISCIPLINES, BASED ON THE CLUSTERS AND OBJECTIVES MENTIONED, WHICH TEACHERS CAN EMPLOY IN THE CLASSROOM. (AG)

INSTITUTION NAME.. DEPENDENTS SCHOOLS (DOD), WASHINGTON, D.C. PACIFIC AREA.

ED 086902

PUBLICATION DATE.. 73

TITLE.. CALLING CAREERS: OVERVIEW AND ACCOMPANYING TEACHERS' MANUAL.

PERSONAL AUTHOR.. PINSON, NANCY M.

DESCRIPTOR.. *CAREER EDUCATION; EDUCATIONAL TELEVISION; *ELEMENTARY GRADES; GRADE 4; GRADE 5; GRADE 6; GRADE 7; GRADE 8; *INTERMEDIATE GRADES; OCCUPATIONAL CLUSTERS; *TEACHING GUIDES; TELECOURSES; *TELEVISED INSTRUCTION

IDENTIFIER.. *MARYLAND CAREER DEVELOPMENT PROJECT

DESCRIPTIVE NOTE.. 128P.

ABSTRACT.. CALLING CAREERS IS A TELEVISED SERIES OF FIFTEEN 20-MINUTE LESSONS INTENDED TO ACQUAINT FOURTH THROUGH EIGHTH GRADE STUDENTS WITH TWELVE VOCATIONAL CLUSTERS AND TO DEMONSTRATE THE OPPORTUNITIES CONTAINED WITHIN THEM, THE RELATIONSHIPS BETWEEN THEM, AND THE PERSONAL CHARACTERISTICS AND WORK HABITS THEY REQUIRE. THE SERIES ALSO DEMONSTRATES HOW JOBS PROVIDE SATISFACTION, HOW THEY ARE RELATED TO PRESENT INTERESTS AND ACTIVITIES, AND HOW COMMUNITY INFLUENCE AFFECTS CAREER CHOICE. THE MANUAL, TO BE USED WITH THE TELEVISED LESSONS, ASSIST THE TEACHER BY SUPPLYING A VARIETY OF RESOURCES FOR EACH CLUSTER: CONSTRUCTION, COMMUNICATION, MEDICAL SERVICES, HEALTH SERVICES, BUSINESS, MERCHANDISING, LEISURE INDUSTRIES, AGRI-BUSINESS, TRANSPORTATION, SOCIAL SERVICES, PERSONAL SERVICES, AND MANUFACTURING. FOR EACH LESSON, AN OVERVIEW PROVIDES A BRIEF DESCRIPTION OF THE UNIQUE QUALITIES OF ONE CLUSTER, WITH BEHAVIORAL OBJECTIVES AND A SUMMARY. ACTIVITIES ARE SUGGESTED BEFORE AND AFTER THE LESSON, BOTH GENERAL AND ALSO DIRECTED TO SPECIFIC CURRICULAR AREAS. A BIBLIOGRAPHY FOR STUDENTS, INCLUDING FICTION AND NON-FICTION, IS PROVIDED. THE MANUAL IS IN A PRELIMINARY STAGE AS PART OF THE MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT) AND IS SUBJECT TO REVISION ACCORDING TO TEACHERS' SUGGESTIONS. (AG)

INSTITUTION NAME.. MARYLAND CENTER FOR PUBLIC BROADCASTING, OWINGS MILLS.; MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.

SPONSORING AGENCY NAME.. BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.

ED 094250

PUBLICATION DATE.. 73

TITLE.. DAT CAREER PLANNING PROGRAM: COUNSELOR'S MANUAL.

PERSONAL AUTHOR.. SUPER, DONALD E.

DESCRIPTOR.. CAREER EDUCATION; *CAREER PLANNING; CLASSIFICATION; *COUNSELING PROGRAMS; COUNSELOR TRAINING; DATA COLLECTION; DATA PROCESSING; DATA SHEETS; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; MANUALS; OCCUPATIONAL GUIDANCE; *PROGRAM DEVELOPMENT; QUESTIONNAIRES; STUDENT RECORDS; *STUDENT TESTING; TEST INTERPRETATION; *VOCATIONAL COUNSELING

IDENTIFIER.. *DIFFERENTIAL APTITUDE TEST

DESCRIPTIVE NOTE.. 45P.

ABSTRACT.. THE DIFFERENTIAL APTITUDE TESTS (DAT) HAVE BEEN WIDELY USED IN JUNIOR AND SENIOR HIGH SCHOOLS SINCE 1947. THE DAT CAREER PLANNING PROGRAM IS A MODIFICATION OF THE METHODS OF COLLECTING, INTERPRETING, AND REPORTING TEST DATA FROM THOSE TESTS IN CONJUNCTION WITH ADDITIONAL INFORMATION ABOUT STUDENTS GATHERED AT THE TIME OF TESTING. THIS MODIFICATION CONSISTS OF THE

ADDITION OF A WRITTEN REPORT WHICH INTERPRETS THE EDUCATIONAL AND VOCATIONAL PLANNING IMPLICATIONS OF THE STUDENT'S DAT SCORES. BESIDES THE DAT (FORMS L, S, OR T), THE DAT CAREER PLANNING PROGRAM INCLUDES THE CAREER PLANNING QUESTIONNAIRE AND THE DAT CAREER PLANNING REPORT. THIS COUNSELOR'S MANUAL EXPLAINS THE GENERAL PURPOSE OF THE PROGRAM AND ITS CONTENT AND RATIONALE. THE DEVELOPMENT OF THE PROGRAM IS DISCUSSED IN TERMS OF THE CLASSIFICATIONS USED, RELATIONSHIP OF TEST SCORES AND SCHOOL SUBJECTS TO OCCUPATIONAL FIELDS, AND STUDENTS' INDIVIDUAL CHARACTERISTICS. INTERPRETATION AND USES OF THE REPORT ARE ALSO DISCUSSED. THREE APPENDIXES AND A 25-ITEM REFERENCE LIST ARE INCLUDED. ITEMS RELATED TO THE COUNSELOR'S MANUAL AS PART OF THE PROGRAM ARE AVAILABLE FROM THE SOURCE CITED. (AUTHOR/AG)

AVAILABILITY.. THE PSYCHOLOGICAL CORPORATION, 304 EAST 45TH STREET, NEW YORK, NEW YORK 10017 ($0.90)

INSTITUTION NAME.. PSYCHOLOGICAL CORP., NEW YORK, N.Y.

EJ 094287

PUBLICATION DATE.. MAR 74

TITLE.. WHAT'S AVAILABLE IN THE WORLD OF WORK BESIDES WHAT YOUR FATHER DOES?

PERSONAL AUTHOR.. GAGNON, WILLIAM L.; DICRISTOFARO, EZIO T.

DESCRIPTOR.. *OCCUPATIONAL INFORMATION; *JUNIOR HIGH SCHOOLS; RESOURCE MATERIALS; CAREER EDUCATION; INDUSTRIAL ARTS; METAL WORKING OCCUPATIONS; DRAFTING; GRAPHIC ARTS

ABSTRACT.. TO FAMILIARIZE STUDENTS WITH A RANGE OF OCCUPATIONS, THE STAFF OF A JUNIOR HIGH SCHOOL HAS ASSEMBLED MATERIAL IN THE SCHOOL LIBRARY SO THE STUDENTS CAN RESEARCH JOBS CONNECTED WITH INDUSTRIAL ARTS, METALWORKING, DRAFTING, AND GRAPHIC ARTS. (AG)

JOURNAL CITATION.. CAREER EDUCATION DIGEST; 14-16

ED 086863

PUBLICATION DATE.. SEP 73

TITLE.. KEEP CAREERS IN MIND: MIDDLE SCHOOL CAREER EDUCATION.

DESCRIPTOR.. *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL PROGRAMS; *MIDDLE SCHOOLS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION; TEACHER DEVELOPED MATERIALS; *TEACHING GUIDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 297P.

ABSTRACT.. THE PURPOSE OF THE HANDBOOK IS TO PROVIDE TEACHERS OF MIDDLE SCHOOL STUDENTS A RESOURCE FOR INTEGRATING CAREER EDUCATION INTO SUBJECT AREA DISCIPLINES. WRITTEN BY A COMMITTEE OF EDUCATORS FROM THE PACIFIC AREA DEPARTMENT OF DEFENSE SCHOOLS DURING A SUMMER WORKSHOP, THE DOCUMENT PROVIDES A JOB CLUSTER WHEEL OF FIFTEEN CLUSTERS (OFFICE OCCUPATIONS, PERSONAL SERVICES, PUBLIC SERVICE, TRANSPORTATION, HEALTH OCCUPATIONS, AGRI-BUSINESS AND NATURAL RESOURCES, FINE ARTS AND HUMANITIES, COMMUNICATIONS AND MEDIA, MARINE SCIENCE, CONSTRUCTION, CONSUMER AND HOMEMAKING OCCUPATIONS, ENVIRONMENT, HOSPITALITY AND RECREATION, MANUFACTURING, AND MARKETING AND DISTRIBUTION). THE CLUSTERS ARE FURTHER REFINED IN OUTLINE FORM, INCLUDING JOBS AT ALL LEVELS. IN STUDYING THE CLUSTERS, STUDENTS WILL BECOME ABLE TO: IDENTIFY VARIOUS OCCUPATIONS, IDENTIFY SKILLS AND TALENTS OF WORKERS, OBSERVE HOW OCCUPATIONS AFFECT LIFE STYLE, RELATE PRODUCTS AND SERVICES WITH WORKER INTERACTION, RECOGNIZE THAT ENVIRONMENTS AFFECT JOB LOCATION, AND ASCERTAIN HOW A WORKER GAINS DIGNITY AND SATISFACTION FROM A JOB WELL DONE. SUGGESTIONS FOR ROLES OF SCHOOL PERSONNEL AND THE USE OF FIELD TRIPS, GUEST SPEAKERS, AND MEDIA ARE INCLUDED. THE MAJOR PORTION OF THE DOCUMENT IS DEVOTED TO SPECIFIC ACTIVITIES IN TWELVE DISCIPLINES, BASED ON THE CLUSTERS AND OBJECTIVES MENTIONED, WHICH TEACHERS CAN EMPLOY IN THE CLASSROOM. (AG)

ED 076754

PUBLICATION DATE.. 73

TITLE.. MIDDLE SCHOOL CURRICULUM GUIDE.

PERSONAL AUTHOR.. SCHERER, R. T.; CLARY, JOSEPH R.

DESCRIPTOR.. *CAREER EDUCATION; *CURRICULUM DESIGN; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; EDUCATIONAL PRACTICE; LEARNING ACTIVITIES; *MIDDLE SCHOOLS; OCCUPATIONAL CLUSTERS; *PROGRAM DEVELOPMENT

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 39P.; CAREER EDUCATION MONOGRAPH NUMBER 3

ABSTRACT.. RESULTING IN PART FROM A PROJECT DESIGNED TO IDENTIFY AND DESCRIBE COMPREHENSIVE PROGRAMS OF EXCELLENCE IN CAREER EDUCATION. THIS CURRICULUM GUIDE IS THE THIRD IN A SERIES DESCRIBING CURRENT, SUCCESSFUL CAREER EDUCATION PRACTICES. INTENDED FOR TEACHERS IN MIDDLE SCHOOLS, THIS MONOGRAPH: (1) PROVIDES A DEFINITION OF CAREER EDUCATION, ITS COMPONENTS, AND APPLICATION TO THE MIDDLE SCHOOL, (2) LISTS SEVEN STEPS FOR IMPLEMENTING A MIDDLE SCHOOL CAREER EDUCATION CURRICULUM AND GIVES A RATIONALE FOR DEVELOPING APPROACHES AND ACTIVITIES, (3) PROVIDES SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES AND EVALUATION, AND DISCUSSES AND ILLUSTRATES FOUR APPROACHES TO IMPLEMENTING A CAREER EDUCATION CURRICULUM, INCLUDING TWO APPROACHES WHICH CENTER AROUND IMPLEMENTATION BY SUBJECT AREA, ONE APPROACH IN WHICH CONTENT AND ACTIVITIES GROW OUT OF THE MAJOR OBJECTIVES OF CAREER EDUCATION, AND ANOTHER APPROACH WHICH CENTERS AROUND EXPLORATION OF A NUMBER OF CAREER CLUSTERS. OTHER BOOKLETS IN THIS SERIES ARE AVAILABLE AS VT 020 082-VT 020 090 IN THIS ISSUE. (SB)

AVAILABILITY.. NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, CENTER FOR OCCUPATIONAL EDUCATION, P.O. BOX 5096, RALEIGH, NORTH CAROLINA 27607

ED 073218

PUBLICATION DATE.. AUG 72

TITLE.. GUIDELINES FOR AN ORIENTATION AND EXPLORATION CAREER EDUCATION PROGRAM IN MIDDLE SCHOOL/JUNIOR HIGH.

PERSONAL AUTHOR.. HOOKS, VANDALYN L.

DESCRIPTOR.. BIBLIOGRAPHIES; *CAREER EDUCATION; *GUIDELINES; *JUNIOR HIGH SCHOOLS; LEARNING ACTIVITIES; *MIDDLE SCHOOLS; OCCUPATIONAL INFORMATION; *PROGRAM DEVELOPMENT; STUDENT NEEDS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 90P.

ABSTRACT.. THIS PUBLICATION HAS BEEN COMPILED TO PROVIDE EDUCATORS WITH INFORMATION, IDEAS, EXAMPLES, AND GUIDELINES FOR ESTABLISHING OR IMPLEMENTING AN ORIENTATION AND EXPLORATORY CAREER EDUCATION PROGRAM AT THE MIDDLE OR JUNIOR HIGH SCHOOL LEVEL. SECTIONS OF THE MANUAL INCLUDE: (1) A DEFINITION OF CAREER EDUCATION AND ITS ROLE, (2) A DISCUSSION OF THE RATIONALE FOR AN ORIENTATION AND EXPLORATORY PROGRAM AND LISTING OF STUDENTS' NEEDS WHICH SHOULD BE MET BY SUCH A PROGRAM, (3) IDENTIFICATION OF THE ESSENTIAL ELEMENTS OF A CAREER EDUCATION PROGRAM AND SUGGESTIONS FOR IMPLEMENTING A PROGRAM, (4) A DISCUSSION OF THE IMPORTANCE OF BEHAVIORAL OBJECTIVES AND HOW TO WRITE THEM, (5) USE OF COMMUNITY RESOURCES, (6) SUGGESTED CURRICULUM FOR LEARNING ACTIVITIES FOR A CAREER EDUCATION PROGRAM, AND (7) A BIBLIOGRAPHY OF PUBLICATIONS, PROGRAMS, AND MATERIALS CONCERNING CAREER EDUCATION. (SB)

ED 065666

TITLE.. VOCATIONAL DEVELOPMENT IN GRADES SEVEN, EIGHT AND NINE. A RESOURCE GUIDE INTEGRATING SELECTED VOCATIONAL DEVELOPMENT CONCEPTS WITH EIGHT AREAS OF THE CURRICULUM IN GRADES SEVEN, EIGHT AND NINE.

DESCRIPTOR.. *CAREER EDUCATION; CONCEPT TEACHING; COURSE CONTENT; CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; ENGLISH; GRADE 7; GRADE 8; GRADE 9; HOME ECONOMICS EDUCATION; HUMANITIES; INDUSTRIAL ARTS; *INTEGRATED CURRICULUM; *JUNIOR HIGH SCHOOLS; MATHEMATICS; OCCUPATIONAL GUIDANCE; PHYSICAL EDUCATION; *RESOURCE GUIDES; SCIENCE CURRICULUM; SOCIAL STUDIES; TEACHING TECHNIQUES; *VOCATIONAL DEVELOPMENT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE.. 267P.; PAES COLLECTION

ABSTRACT.. DEVELOPED BY REPRESENTATIVES FROM STATE GUIDANCE, EDUCATION, AND EMPLOYMENT, THIS RESOURCE GUIDE WAS DESIGNED TO FACILITATE THE INTEGRATION OF CAREER EDUCATION CONCEPTS INTO THE CURRICULUM OF JUNIOR HIGH SCHOOLS. RECOGNIZING THAT CAREER DEVELOPMENT IS A LIFE-LONG PROCESS, LEARNING EXPERIENCES TO DEVELOP WORK CONCEPTS AND ATTITUDES ARE OUTLINED FOR: (1) ENGLISH, (2) MATHEMATICS, (3) PHYSICAL AND LIFE SCIENCES, (4) SOCIAL STUDIES, (5) ART, (6) HOME ECONOMICS, (7) INDUSTRIAL ARTS, AND (8) PHYSICAL EDUCATION. MOST OF THE ACTIVITIES ARE CONCERNED WITH DEVELOPMENT OF ATTITUDES AND SKILLS ASSOCIATED WITH VOCATIONAL AWARENESS, AND ARE DESIGNED FOR TEACHERS WHO ARE CONCERNED ABOUT, BUT NOT NECESSARILY TRAINED IN, VOCATIONAL LEARNING-MATURATION, ACTIVITIES EMPHASIZE WORK FUNCTIONS AND WORKER TRAIT COMPONENTS AND EXPOSURE TO RELEVANT CONCEPTS, AND SHOULD BE ADAPTED BY THE TEACHER AND USED WITH OTHER RELATED TOOLS. IN ADDITION TO IDENTIFYING CONCEPTS TO BE TAUGHT, THE GUIDE ALSO OUTLINES CONTENT, TEACHING TECHNIQUES, AND RESOURCES. INCLUDED IN THE APPENDIXES ARE DATA ON CLASSIFYING OCCUPATIONS. (JS)

ED 064493

PUBLICATION DATE.. 71

TITLE.. CAREER DEVELOPMENT RESOURCE GUIDE, GRADES 6-8. IT'S TIME TO PLAN.

DESCRIPTOR.. BIBLIOGRAPHIES; *CAREER EDUCATION; EDUCATIONAL OBJECTIVES; EVALUATION TECHNIQUES; *INTEGRATED CURRICULUM; *INTERMEDIATE GRADES; LEARNING ACTIVITIES; LEISURE TIME; OCCUPATIONAL INFORMATION; OCCUPATIONS; *RESOURCE GUIDES; SELF CONCEPT; TEACHING GUIDES; TEACHING PROCEDURES; UNIT PLAN; *VOCATIONAL DEVELOPMENT; WORK ATTITUDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 161P.

ABSTRACT.. DEVELOPED BY A SUPERVISOR OF GUIDANCE AND TESTING AND A SUPERVISOR OF VOCATIONAL EDUCATION AND INDUSTRIAL ARTS, WITH THE AID OF MIDDLE SCHOOL TEACHERS, COUNSELORS, AND CONSULTANTS, THIS RESOURCE GUIDE FOR GRADES 6-8 CONTAINS IDEAS AND ACTIVITIES FOR INCORPORATING A PROGRAM OF CAREER EXPLORATION INTO THE MIDDLE SCHOOL CURRICULUM. INTENDED TO HELP CHILDREN DEVELOP POSITIVE AND REALISTIC SELF CONCEPTS, WHOLESOME WORK ATTITUDES, AND KNOWLEDGE OF THE WORLD OF WORK AND PROFITABLE USE OF LEISURE TIME, EXPLORATION ACTIVITIES ARE SUGGESTED BY GRADE LEVEL FOR SOCIAL STUDIES, LANGUAGE ARTS, MATHEMATICS, SCIENCE, ART, MUSIC, HOME ECONOMICS, INDUSTRIAL ARTS, AND PHYSICAL EDUCATION. SAMPLE LESSON PLANS KEYED TO A GENERALIZATION AND DEVELOPMENTAL CONCEPT AND CONTAINING RATIONALES, OBJECTIVES, TEACHING STRATEGIES, AND EVALUATION SUGGESTIONS ARE INCLUDED FOR EACH SUBJECT MATTER AREA. A NUMBER OF TECHNIQUES ARE SUGGESTED FOR ACCOMPLISHING THE CONCEPTS, INCLUDING FIELD TRIPS, RESOURCE PERSONS, CLASS DISCUSSIONS, FILMS AND FILMSTRIPS, AND INDIVIDUAL PROJECTS. SAMPLE STUDENT MATERIALS AND A BIBLIOGRAPHY OF TEACHER AND STUDENT REFERENCES ARE INCLUDED. A RESOURCE GUIDE FOR GRADES K-5 IS AVAILABLE AS VT 015 757 IN THIS ISSUE. (SB)

EJ 090841

PUBLICATION DATE.. NOV 73

TITLE.. CAREER EDUCATION IN A JUNIOR HIGH SCHOOL

PERSONAL AUTHOR.. DALLAS, JOE D.

DESCRIPTOR.. *CAREER CHOICE; *CAREER EDUCATION; *JUNIOR HIGH SCHOOL STUDENTS; *CURRICULUM DEVELOPMENT; *WORK STUDY PROGRAMS; VOCATIONAL EDUCATION; CROSS AGE TEACHING

ABSTRACT.. THIS ARTICLE DESCRIBES A MULTIPLE APPROACH TO INTERWEAVING CAREER EDUCATION INTO THE OVERALL PROGRAM OF A JUNIOR HIGH SCHOOL. EXISTING COURSES WERE RE-ORGANIZED TO INCLUDE: (1) SIX EXPLORATORY COURSES FOR SEVENTH GRADERS. (2) TELEVISION AND COMMUNICATION CLASSES, AND (3) A MANUFACTURING CLASS. EIGHTH AND NINTH GRADERS WERE ALLOWED TO REPLACE DAILY STUDY HALLS WITH TUTORING EXPERIENCE IN AN ELEMENTARY SCHOOL. NINTH GRADERS WERE OFFERED A JOB ORIENTATION COURSE. (EK)

JOURNAL CITATION.. PERSONNEL AND GUIDANCE JOURNAL; 52; 3; 193-195

A.3.c. Career Education Resources

High School

ED 089190

PUBLICATION DATE.. 74

TITLE.. CAREER GUIDANCE IN THE CLASSROOM.

PERSONAL AUTHOR.. PASTRANA, RONALD R.

DESCRIPTOR.. *CAREER EDUCATION; *CAREER PLANNING; *CLASSROOM GUIDANCE PROGRAMS; COUNSELOR ROLE; *CURRICULUM GUIDES; DECISION MAKING; PROBLEM SOLVING; SECONDARY SCHOOL STUDENTS; SELF EVALUATION; *VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 90P.; PREPARED IN COOPERATION WITH SOUTH HUNTINGTON PUBLIC SCHOOLS, HUNTINGTON STATION, NEW YORK

ABSTRACT.. THIS CAREER GUIDANCE RESOURCE AND INSTRUCTION MANUAL WAS WRITTEN PRIMARILY FOR THE SECONDARY SCHOOL COUNSELOR. ITS PURPOSE IS TO PROVIDE BACKGROUND INFORMATION, RESOURCE MATERIALS, AND PROCEDURES WHICH ARE USEFUL IN TEACHING A GUIDANCE-BASED CURRICULUM UNIT CONCERNING SELF-AWARENESS AND THE BASICS OF CAREER PLANNING. THE MANUAL IS DIVIDED INTO THREE SECTIONS. SECTION I PROVIDES BACKGROUND INFORMATION ON THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES III CAREER EDUCATION PROJECT, THE RELATIONSHIP BETWEEN CAREER EDUCATION, CAREER GUIDANCE, AND THE COUNSELOR AS WELL AS THE DEVELOPMENT OF THE (MODEL) CAREER GUIDANCE CURRICULUM UNIT AT WALT WHITMAN HIGH SCHOOL. SECTION II INCLUDES THE MODEL UNIT AND THE LESSON PLANS WITH SUGGESTED LEARNING ACTIVITIES AND TEACHING STRATEGIES. THESE LESSON PLANS COVER THE AREAS OF INTERESTS, VALUES, APTITUDES, ATTITUDES, PROBLEM-SOLVING, DECISION-MAKING, AND THE USE OF CAREER INFORMATION AND MATERIALS. SECTION III CONTAINS A GLOSSARY OF CAREER EDUCATION TERMS TO BE USED WITH THE UNIT, A PRIMARY AND RELATED BIBLIOGRAPHY, AND AN APPENDIX WHICH CONSISTS OF ALL STUDENT INFORMATION AND ACTIVITY WORKSHEETS TO BE USED WITH THE UNIT. (AUTHOR)

INSTITUTION NAME.. SUFFOLK COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES 3, DIX HILLS, N.Y.

ED 086926

PUBLICATION DATE.. OCT 73

TITLE.. SOME PRACTICAL REMEDIES FOR PROVIDING VOCATIONAL GUIDANCE FOR EVERYONE.

PERSONAL AUTHOR.. HOLLAND, JOHN L.

DESCRIPTOR.. CAREER EDUCATION; *GUIDANCE SERVICES; HIGH SCHOOL STUDENTS; *MODELS; OCCUPATIONAL GUIDANCE; *PROGRAM DESCRIPTIONS; STUDENT NEEDS; *THEORIES; *VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 34P.; PAPER PRESENTED AT THE MINNESOTA STATEWIDE TESTING PROGRAMS MEETING, 20 SEPTEMBER 1973, MINNEAPOLIS, MINNESOTA

ABSTRACT.. AFTER DESCRIBING SOME CURRENT PROBLEMS IN VOCATIONAL GUIDANCE AND SUMMARIZING RELEVANT KNOWLEDGE AND THEORY IN THE FIELD, THIS PAPER PRESENTS SOME PRACTICAL PLANS, MATERIALS, AND IDEAS FOR PROVIDING MORE USEFUL VOCATIONAL ASSISTANCE TO PEOPLE OF ALL AGES. THE PAPER REVIEWS SUCH PROMINENT VOCATIONAL GUIDANCE APPROACHES AS VOCATIONAL INFORMATION AND GUIDANCE SYSTEMS, SPECIAL PROGRAMS FOR SPECIAL POPULATIONS, CURRICULAR MATERIALS, CAREER EDUCATION, AND ASSORTED ASSESSMENT DEVICES. THE AUTHOR BELIEVES THAT THE UNDERSTANDING OF CAREERS REQUIRES BOTH ORGANIZATIONAL AND DEVELOPMENTAL STRATEGIES AND MODELS AS BASES FOR INTERVENTION. HE EMPLOYS STUDENT ASSESSMENT, ENVIRONMENTAL ASSESSMENT, AND ENVIRONMENTAL REDESIGN TO FORMULATE A HIGH SCHOOL VOCATIONAL PROGRAM WITH THE FOLLOWING COMPONENTS: (1) PLACEMENT AND WORK EXPERIENCE SERVICE; (2) TRANSLATION SERVICE; (3) ENVIRONMENTAL DESIGN SERVICE; (4) TROUBLE-SHOOTERS; AND (5) STAFF RELATIONSHIPS. THIS PLAN CAN BE EASILY MODIFIED FOR OTHER AGE GROUPS. (AUTHOR/LAA)

INSTITUTION NAME.. JOHNS HOPKINS UNIV., BALTIMORE, MD. CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS.

SPONSORING AGENCY NAME.. NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.

ED 085500

PUBLICATION DATE.. 73

TITLE.. HANDBOOK FOR SCHOOL PROGRAM ADVANCING CAREER EDUCATION. 1973.

PERSONAL AUTHOR.. SMITH, GENEVIEVE, ED.

DESCRIPTOR.. *CAREER EDUCATION; *CLASS ACTIVITIES; CURRICULUM; *HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOLS; *JUNIOR HIGH SCHOOL STUDENTS; *MANUALS; MODELS; PARTICIPANT INVOLVEMENT

IDENTIFIER.. ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III SPACE; *SCHOOL PROGRAM ADVANCING CAREER EDUCATION

DESCRIPTIVE NOTE.. 285P.; MOST OF THE PAGES WILL TAKE UP TWO MICROFICHE FRAMES EACH, ACTUAL PAGE COUNT IS 152P.

ABSTRACT.. THE HANDBOOK CONTAINS CLASSROOM CAREER ACTIVITIES DESIGNED BY PARTICIPANTS IN A TWO-WEEK WORKSHOP AS A PART OF THE SCHOOL PROGRAM ADVANCING CAREER EDUCATION (SPACE), AN EFFORT TO PLAN AND DEVELOP A COMPREHENSIVE CAREER EDUCATION MODEL FOR GRADES 7-12. FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, THE PROJECT BEGAN IN JANUARY, 1973, AND ENDED OCTOBER 3, 1973. NINE PILOT SCHOOLS AND APPROXIMATELY 3,500 STUDENTS AND 160 TEACHERS WERE INVOLVED. ACTIVITIES ARE SUGGESTED FOR THE AREAS OF COMMUNICATION, SCIENCE, SOCIAL STUDIES, HEALTH, AGRICULTURE, DISTRIBUTIVE EDUCATION AND BUSINESS, HOME ECONOMICS, AND INDUSTRIAL ARTS. FOR EACH ACTIVITY, THE NAME OF THE ACTIVITY AND APPROPRIATE GRADE LEVEL ARE SPECIFIED. THIS INFORMATION IS FOLLOWED BY A DESCRIPTION OF THE ACTIVITY, CONCEPTS TAUGHT, DESIRED PERFORMANCE OBJECTIVES, A STEP-BY-STEP PROCESS OUTLINE OF THE ACTIVITY, MATERIALS NEEDED, RESOURCE PERSONS. AND RELATED INFORMATION. SUGGESTIONS FOR DESIGNING CAREER CENTERS ARE INCLUDED. (AG)

INSTITUTION NAME.. GREENE COUNTY SCHOOLS, GREENEVILLE, TENN.; GREENEVILLE CITY SCHOOLS, TENN.

SPONSORING AGENCY NAME.. BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C.

ED 079652

PUBLICATION DATE.. MAY 73

TITLE.. CAREER EXPLORATION FOR HIGH SCHOOL WOMEN: A MODEL.

PERSONAL AUTHOR.. BIRK, JANICE M.; TANNEY, MARY FAITH

DESCRIPTOR.. *CAREER CHOICE; CAREER PLANNING; FEEDBACK; *FEMALES; HIGH SCHOOL STUDENTS; *MODELS; *OCCUPATIONAL ASPIRATION; *ROLE PERCEPTION; ROLE PLAYING; SECONDARY SCHOOL COUNSELORS; STEREOTYPES

DESCRIPTIVE NOTE.. 27P.; PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, (ATLANTA, GEORGIA, MAY 23-27, 1973)

ABSTRACT.. DESIGNED FOR HIGH SCHOOL WOMEN AT THE SOPHOMORE LEVEL, THIS PROGRAM IS INTENDED TO ACT AS A CATALYST FOR EXPLORATION OF CAREER GOALS WITH A HEIGHTENED AWARENESS OF THE INFLUENCE OF SEXISM AND STEREOTYPIC ATTITUDES REGARDING WOMEN'S ROLES. TOGETHER WITH THREE SPECIAL ACTIVITY PERIODS, THERE IS CONTINUED ASSISTANCE BY THE HIGH SCHOOL COUNSELOR IN THE EXPLORATION OF CAREERS, BUT IN A LESS FORMALIZED OR STRUCTURED MANNER (E.G., DIRECTING TOWARD SOURCES OF INFORMATION, SUGGESTING PARENTAL CONFERENCES, ETC.). THE ACTIVITIES UTILIZED FOR THIS PROGRAM CONSIST OF VARIOUS ROLE PLAYING SITUATIONS, GROUP FANTASIES, SMALL GROUP FEEDBACK OPPORTUNITIES, A "CAREERGRAM" MEASURING PARTICIPANTS' CONSIDERATION OF UNCONVENTIONAL (FOR FEMALES) OCCUPATIONS, AND A DISCUSSION OF THE PER-VASIVE MYTHS REGARDING WOMEN'S WORK HABITS. THE FORMAL AND INFORMAL ASSESSMENTS OF THIS PROGRAM AND CONCRETE SUGGESTIONS FOR IMPLEMETING CAREER COUNSELING PROGRAMS FOR HIGH SCHOOL WOMEN WILL BE PRESENTED. (AUTHOR/LAA)

ED 074212

TITLE.. PROJECT WOMEN--IN A MAN'S WORLD OF WORK. FINAL REPORT.

PERSONAL AUTHOR.. CARR, RALPH T.

DESCRIPTOR.. *CAREER EDUCATION; DEMONSTRATION PROJECTS; *DEVELOPMENTAL PROGRAMS; EQUAL OPPORTUNITIES (JOBS); *FEMALES; GUIDANCE PROGRAMS; HIGH SCHOOL STUDENTS; HUMAN RESOURCES; OCCUPATIONAL GUIDANCE; PEER TEACHING; PILOT PROJECTS; PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; RESOURCE MATERIALS; VOCATIONAL DEVELOPMENT; VOCATIONAL EDUCATION; *VOCATIONAL INTERESTS

IDENTIFIER.. *MAINE

DESCRIPTIVE NOTE.. 50P.

ABSTRACT.. THIS FEDERALLY FUNDED PILOT PROJECT, DEVELOPED AND IMPLEMENTED IN FIVE MAINE HIGH SCHOOLS DURING THE 1971 ACADEMIC YEAR, WAS INTENDED TO PROVIDE 100 GIRLS IN GRADES 10 AND 11 WITH AN ORIENTATION TO VOCATIONAL FIELDS THAT ARE PREDOMINANTLY OCCUPIED BY MEN AND TO UTILIZE PARAPROFESSIONAL STUDENT HELP, PREPARED BY INSERVICE TRAINING, TO PROVIDE OCCUPATIONAL GUIDANCE IN AREAS USUALLY RESTRICTED TO MEN. AS A STATE MODEL FOR A CAREER EDUCATION PROGRAM, THIS PROJECT INVOLVED PRELIMINARY PLANNING BY SCHOOL COUNSELORS AND ADMINISTRATORS, THE DEVELOPMENT AND ADMINISTRATION OF A VOCATIONAL INTEREST SURVEY TO 900 GIRLS IN GRADES 10 AND 11, SELECTION OF 20 GIRLS FROM EACH HIGH SCHOOL FOR TRAINING AS GUIDANCE AIDES, A 1-DAY SEMINAR WITH WOMEN AS RESOURCE SPEAKERS, PRE- AND POST-TESTING OF CAREER KNOWLEDGE, AND AN INDEPENDENT FINAL EVALUATION. THE TEN OCCUPATIONAL AREAS SELECTED FROM THE RESULTS OF THE VOCATIONAL INTEREST SURVEY WERE: (1) VETERINARIAN, (2) COMMUNICATIONS, (3) COUNSELING, (4) MILITARY, (5) RECREATION DIRECTOR, (6) BOOKKEEPING AND ACCOUNTING, (7) COMPUTER PROGRAMER, (8) POLICE, (9) LAWYER, AND (10) FOREST SERVICE. RECOMMENDATIONS FOR DEMONSTRATION PROJECTS ALONG SIMILAR LINES ARE PRESENTED. PROGRAM MATERIALS ARE INCLUDED, SUCH AS ARTICLES AND LETTERS RELATING TO PROJECT DISSEMINATION. THIS DOCUMENT IS RELATED TO VT 019 339, AVAILABLE IN THIS ISSUE. (AG)

INSTITUTION NAME.. HERMON SCHOOL DEPT., MAINE.

SPONSORING AGENCY NAME.. BUREAU OF ADULT, VOCATIONAL , AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

ED 073400

PUBLICATION DATE.. NOV 71

TITLE.. CAREER DEVELOPMENT AND PLANNING.

PERSONAL AUTHOR.. MACKENZIE, JOHN C.; MANDEL, PHIL A.

DESCRIPTOR.. *CAREER PLANNING; CURRICULUM GUIDES; DECISION MAKING; *GUIDANCE PROGRAMS; GUIDANCE SERVICES; HIGH SCHOOL CURRICULUM; INDIVIDUAL DEVELOPMENT; *OCCUPATIONAL GUIDANCE; *PROGRAM DESCRIPTIONS; SECONDARY SCHOOL STUDENTS; SELF ACTUALIZATION; *VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE.. 57P.; PAPER PRESENTED AT THE OSCA CONFERENCE (SUDBURY, ONTARIO, CANADA, NOVEMBER, 1971)

ABSTRACT.. THIS DEVELOPMENTAL COURSE IN CAREER PLANNING IS CONCEIVED AS A VOLUNTARY CLASS OPEN TO SECONDARY SCHOOL STUDENTS WHO FEEL THAT THEY ARE READY TO BENEFIT FROM IT. ITS FUNCTION, RATHER THAN SERVING THE MANPOWER NEEDS OF BUSINESS AND INDUSTRY, IS TO ASSIST STUDENTS TO BECOME MORE AWARE OF THEMSELVES AS CONTRIBUTING INDIVIDUALS AND OF THE MANY WAYS IN WHICH THEY CAN USE THEIR TALENTS PRODUCTIVELY. DECISION-MAKING SKILLS FORM AN INTEGRAL PART OF THE COURSE SO THAT INDIVIDUALS CAN UTILIZE THE SKILLS BEYOND THE IMMEDIATE TASK OF CAREER DECISION-MAKING. THE COMPLEX ISSUE OF WORK ITSELF IS ALSO DISCUSSED; THE THREE-AND FOUR-DAY WEEK, HIGH UNEMPLOYMENT, AND THE WELFARE QUESTION ARE WOVEN INTO THE RELEVANT COURSE CONTENT. NINE TOPICS ARE SUGGESTED FOR INCLUSION IN THIS COURSE TO BE OFFERED BY THE GUIDANCE DEPARTMENT; OUTLINES, RESOURCES, AND ACTIVITIES ARE AVAILABLE FOR MOST OF THEM. BOOKS, FILMS, GAMES, AND KITS ARE ALSO INCLUDED FOR THE ENTIRE COURSE. (SES)

ED 070970

PUBLICATION DATE.. 71

TITLE.. PROJECT YOU: 6470.42.

DESCRIPTOR.. *CAREER CHOICE; *CAREER EDUCATION; CAREER OPPORTUNITIES; *CAREER PLANNING; *CURRICULUM GUIDES; *HIGH SCHOOL CURRICULUM; HIGH SCHOOLS

IDENTIFIER.. *QUINMESTER PROGRAM

DESCRIPTIVE NOTE.. 61P.; AN AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

ABSTRACT.. THIS COURSE OF STUDY IS DESIGNED TO ACQUAINT STUDENTS WITH THE WORLD OF WORK AND THE PERSONAL CHARACTERISTICS THAT WILL HELP THEM TO SUCCEED IN THEIR CAREER CHOICES. THE COURSE OUTLINE IS PREPARED AS AN INSTRUCTIONAL GUIDE. HIGH SCHOOL CURRICULAR OFFERINGS ARE EXAMINED AS AN INTERMEDIATE STEP IN PLANNING. THE COURSE CONTENT ENCOMPASSES RESEARCH ON VARIOUS THEORIES OF CAREER CHOICE, THE IMPACT OF YOUTH ON THE LABOR FORCE, JOB OPPORTUNITIES AND REQUIREMENTS, PERSONAL APPEARANCE, JOB APPLICATIONS, AND WORK RELATIONSHIPS. RESOURCE PERSONNEL FROM THE BUSINESS COMMUNITY AS WELL AS TOURS TO BUSINESS SITES CAN BE INCORPORATED. TOPICS CAN BE REARRANGED TO SUIT THE TEACHING METHODS OF THE TEACHER. IT IS HIGHLY RECOMMENDED THAT TEACHERS SUPPLEMENT THEIR TEACHING METHODS THROUGH THE USE OF SPECIFIED TEXTBOOKS. (AUTHOR/WS)

INSTITUTION NAME.. DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ED 070014

PUBLICATION DATE.. 71

TITLE.. WORK-EXPERIENCE PROGRAM - 6769. (YOU AND YOUR OCCUPATION). COURSE OUTLINE.

DESCRIPTOR.. CAREER CHOICE; *CAREER EDUCATION; *CAREER OPPORTUNITIES; CAREER PLANNING; CURRICULUM GUIDES; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS; EMPLOYMENT TRENDS; GRADE 10; *HIGH SCHOOL STUDENTS; OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; WORK EXPERIENCE PROGRAMS

IDENTIFIER.. *QUINMESTER PROGRAM

DESCRIPTIVE NOTE.. 36P.

ABSTRACT.. THIS COURSE IS DESIGNED TO ORIENT STUDENTS TO THE VARIETY OF CAREER OPPORTUNITIES WHICH ARE AVAILABLE TO THEM ON A PART-TIME BASIS, THE DUTIES AND RESPONSIBILITIES INVOLVED IN VARIOUS OCCUPATIONS; AND THE QUALIFICATIONS NECESSARY FOR EMPLOYMENT IN A SELECTED CAREER. THE COURSE IS AIMED PARTICULARLY AT TENTH GRADE STUDENTS. THE INSTRUCTION RECEIVED BY THE STUDENTS SHOULD HELP THEM DEVELOP DESIRABLE ATTITUDES AND OPINIONS REGARDING OCCUPATIONAL OPPORTUNITIES, AS WELL AS INCREASE THEIR SKILLS IN MAKING CRITICAL ANALYSES AND JUDGEMENTS REGARDING THE WORLD OF WORK. THROUGH EXPOSURE TO COURSE MATERIAL, THE STUDENTS SHOULD BECOME MORE MATURE IN THEIR SELF-EVALUATIONS AND IN ESTABLISHING GOALS THAT WILL AID THEM IN PREPARING FOR FUTURE EMPLOYMENT. THE MATERIALS MAY BE PRESENTED THROUGH LECTURES, CLASS DISCUSSIONS, AUDIO-VISUAL AIDS, DEMONSTRATIONS, FIELD TRIPS, AND INDEPENDENT STUDY. (WS/AUTHOR)

INSTITUTION NAME.. DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ED 068709

PUBLICATION DATE.. 30 JUN 72

TITLE.. CAREER ASSESSMENT PROGRAM: STAMFORD HIGH SCHOOL. FINAL REPORT.

DESCRIPTOR.. *CAREER EDUCATION; CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; *HIGH SCHOOL STUDENTS; INTERDISCIPLINARY APPROACH; OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; RESOURCE MATERIALS; SKILL DEVELOPMENT; *SLOW LEARNERS; VOCATIONAL DEVELOPMENT

IDENTIFIER.. *CAREER EXPLORATION; STAMFORD HIGH SCHOOL

DESCRIPTIVE NOTE.. 50P.

ABSTRACT.. THE INTERDISCIPLINARY CAREER ASSESSMENT PROGRAM IS AN EXPERIMENT IN CURRICULUM REVISION BEGUN IN 1969 AT STAMFORD HIGH SCHOOL, STAMFORD, CONNECTICUT, FOR THE PURPOSE OF PROVIDING INSTRUCTION RELEVANT TO THE NEEDS OF 85 SLOW LEARNERS AND DISADVANTAGED YOUTH. THE CLUSTER CONCEPT AND CORRELATION OF CLASSROOM MATERIALS TO OCCUPATIONAL ASSESSMENT AND SKILL TRAINING WERE ESSENTIAL TO THE PROGRAM. INTENDED TO INCREASE SELF-UNDERSTANDING AND VOCATIONAL EXPLORATION, IMPROVE STUDENT ADJUSTMENT TO SCHOOL, DEVELOP BASIC SKILLS, MOTIVATE FURTHER EDUCATION, AND STIMULATE JOINT EDUCATIONAL PLANNING BETWEEN THE SCHOOL AND THE COMMUNITY, THE CAREER EDUCATION PROGRAM HAS MET WITH ABOVE-AVERAGE SUCCESS. RECOMMENDATIONS INCLUDE: (1) PROPER TEACHER SELECTION, (2) SMALL CLASS SIZE, (3) ADDITION OF COOPERATIVE WORK EXPERIENCE ACTIVITIES, (4) GREATER STUDENT INVOLVEMENT IN CURRICULUM DEVELOPMENT, AND (5) ADDITIONAL PROVISION OF MATERIALS APPROPRIATE FOR FEMALE PROGRAM PARTICIPANTS. FURTHER STUDY IS SUGGESTED ON THE IMPLICATIONS OF THE PROGRAM MATERIALS FOR ALL YOUTH AND FOR THE DEVELOPMENT OF CAREER EDUCATION MODELS. ANECDOTAL RECORDS, QUESTIONNAIRES, SURVEYS, AND STANDARDIZED TESTS WERE USED TO EVALUATE THE PROGRAM. (AG)

INSTITUTION NAME.. STAMFORD PUBLIC SCHOOLS, CONN.

SPONSORING AGENCY NAME.. CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. DIV. OF VOCATIONAL EDUCATION.

ED 064435

TITLE.. AN OBJECTIVE MULTIDIMENSIONAL MEASURE OF VOCATIONAL MATURITY: DEVELOPMENT AND VALIDATION.

PERSONAL AUTHOR.. FORREST, DAVID J.; AND OTHERS

DESCRIPTOR.. CAREER CHOICE; *CAREER PLANNING; DECISION MAKING SKILLS; EDUCATIONAL RESOURCES; HIGH SCHOOL STUDENTS; *INSTRUMENTATION; PROGRAM EVALUATION; *RELIABILITY; TEENAGERS; *VALIDITY; VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. CAREER DEVELOPMENT INVENTORY; CDI; *VOCATIONAL MATURITY

DESCRIPTIVE NOTE.. 35P.

ABSTRACT.. BECAUSE EXISTING EXPERIMENTAL MEASURES OF VOCATIONAL MATURITY WERE TOO NARROW OR DIFFICULT TO ADMINISTER AND SCORE, THE CAREER DEVELOPMENT INVENTORY (CDI) WAS DEVELOPED TO EVALUATE THE EFFECTS OF A COMPUTER-BASED VOCATIONAL GUIDANCE SYSTEM ON THE VOCATIONAL DEVELOPMENT OF HIGH SCHOOL STUDENTS, AND EARLY RESEARCH SUGGESTS THAT THE CDI PROMISES TO BE AN IMPORTANT AID IN RESEARCH AND COUNSELING FOR VOCATIONAL DEVELOPMENT. THE CDI CONSISTS OF THREE FACTOR-ANALYTIC SCALES, INCLUDING: (1) PLANNING ORIENTATION, WHICH REPRESENTS THE DEGREE OF THE STUDENT'S AWARENESS TOWARD PLANNING AND CHOICE, (2) RESOURCES FOR EXPLORATION, WHICH ASSESSES THE QUALITY OR SOUNDNESS OF INDIVIDUALLY USED AND POTENTIALLY AVAILABLE RESOURCES, AND (3) INFORMATION AND DECISION MAKING, WHICH SAMPLES THE AMOUNT OF EDUCATIONAL AND OCCUPATIONAL INFORMATION AND THE USE OF THE INFORMATION FOR SOUND DECISIONS. TEST-RETEST RELIABILITIES FOR THE THREE SCALES OVER A SHORT PERIOD OF TIME WERE ABOVE .70, AND RELIABILITIES OVER A 6-MONTH PERIOD WERE ABOVE .60, INDICATING THAT VOCATIONAL MATURITY WAS A STABLE CHARACTERISTIC. TENTATIVE RESULTS FROM CONTENT VALIDITY, CRITERION-RELATED CONCURRENT AND PREDICTIVE VALIDITY, AND CONSTRUCT VALIDITY STUDIES INDICATE THAT THE CDI DOES MEASURE IMPORTANT ASPECTS OF VOCATIONAL MATURITY. USES OF THE INSTRUMENT FOR PROGRAM EVALUATION, GROUP ASSESSMENT, AND INDIVIDUAL COUNSELING ARE SUGGESTED. (SB)

INSTITUTION NAME.. COLUMBIA UNIV., NEW YORK, N.Y. TEACHERS COLLEGE.

ED 089083

PUBLICATION DATE.. AUG 72

TITLE.. PLACEMENT COMPONENT PROCEDURES.

DESCRIPTOR.. *CAREER EDUCATION; OCCUPATIONAL GUIDANCE; *PLACEMENT; *PROGRAM GUIDES; RECORDS (FORMS); SENIOR HIGH SCHOOLS; VOCATIONAL COUNSELING

EDRS PRICE.. EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

DESCRIPTIVE NOTE.. 32P.; FOR RELATED DOCUMENTS, SEE CE 001 134-7

ABSTRACT.. THE GUIDE DESCRIBES THE PLACEMENT SERVICE, AN EXTENSION OF THE GUIDANCE AND COUNSELING COMPONENT, OF THE FORT WORTH HIGH SCHOOL CAREER EDUCATION PROJECT STTUDY. THE PLACEMENT COMPONENT IS A SERVICE TO ENSURE PLACEMENT OF ALL EXISTING STUDENTS EITHER IN A JOB, POSTSECONDARY OCCUPATIONAL PROGRAM, OR A BACCALAUREATE PROGRAM; DUTIES OF THE PLACEMENT OFFICER ARE DEFINED THROUGH GOALS, PROCESSES, AND PROCEDURES. THE FOURTEEN PAGE APPENDIX CONSISTS OF VARIOUS FORMS USED BY THE PLACEMENT SERVICE. (EA)

ED 085280

PUBLICATION DATE.. AUG 69

TITLE.. MADISON PUBLIC SCHOOLS. LA FOLLETTE CAREERS PROGRAM. TENTH GRADE SOCIAL STUDIES GUIDE.

PERSONAL AUTHOR.. MORRISSEY, JIM; WAITY, CHARLES

DESCRIPTOR.. BEHAVIORAL OBJECTIVES; *CAREER EDUCATION; CONCEPT TEACHING; CURRICULUM GUIDES; EVALUATION TECHNIQUES; FILMS; FUNDAMENTAL CONCEPTS; GRADE 10; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL MEDIA; LEARNING ACTIVITIES; SECONDARY EDUCATION; *SOCIAL STUDIES; TEACHING GUIDES; TEACHING METHODS; UNIT PLAN; *WESTERN CIVILIZATION; *WORLD HISTORY

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 55P.

ABSTRACT.. A SOCIAL STUDIES COURSE FOR A TENTH GRADE CAREER PROGRAM IS OUTLINED IN THIS CURRICULUM AND TEACHING GUIDE. A CALENDAR PLOTS THE TIME SEQUENCE FOR THE NINE UNITS WHICH COVER PREHISTORY TO THE PRESENT. THE FORMAT OF EACH UNIT IS IN THREE SECTIONS. THE INTERRELATED CONCEPTS, BEHAVIOR GOALS, AND TEACHING METHODS AND LEARNING ACTIVITIES ARE PRESENTED, FOLLOWED BY SUGGESTIONS FOR MEDIA TO BE USED (TEXTS, LECTURES, SLIDES, TAPES, TRANSPARENCIES, AND FILMSTRIPS), ENDING WITH STUDENT EVALUATION PROCEDURES. THE CHRONOLOGICAL UNITS OUTLINED WITH THEIR SUBTOPICS INCLUDE: BEFORE RECORDED TIME; CIVILIZATIONS EMERGE ALONG RIVER VALLEYS; THE CLASSICAL WORLD PROVIDES MODELS FOR THE WEST; THE FUSION OF GERMANIC AND CLASSICAL CULTURES; AN AGE OF TRANSITION; THE RISE OF MODERN IDEOLOGY; ECONOMIC ORGANIZATIONS REFLECTS CHANGE; WESTERN CIVILIZATION BECOMES WORLD HISTORY; AND THE CHALLENGES OF WESTERN ASCENDENCY. A FILM LIST COORDINATES EACH SUBUNIT TO A DATE FOR A FILM SHOWING. OUTLINES OF THE UNITS THEMSELVES OCCUPY THE MAJOR PORTION OF THE GUIDE. (KSM)

ED 084409

PUBLICATION DATE.. 3 FEB 73

TITLE.. UNIFYING A CAREER DEVELOPMENT THEME IN THE CURRICULUM THROUGH TEACHER IN-SERVICE ACTIVITIES. FINAL REPORT: MODELS FOR SECONDARY CAREER EDUCATION IN IOWA. FINAL REPORT: FINAL REPORT ADDENDUM.

DESCRIPTOR.. *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *ELEMENTARY EDUCATION; INSERVICE TEACHER EDUCATION; MODELS; OCCUPATIONAL GUIDANCE; *PROGRAM EVALUATION; PROGRAM GUIDES; *SECONDARY EDUCATION; VOCATIONAL COUNSELING

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 112P.

ABSTRACT.. THREE DISTINCT CONCEPTS ARE INCLUDED IN THE REPORT AND ADDENDUM. THE REPORT ITSELF DOCUMENTS TWO PROJECTS CONDUCTED UNDER AN OFFICE OF EDUCATION GRANT. THE ADDENDUM IS A FOUR-PAGE REPORT OF THE RESEARCH GRANT EXPENDITURES. THE FIRST REPORT, "UNIFYING A CAREER DEVELOPMENT THEME...," COVERS THE FIVE GOALS OF THE STUDY CONDUCTED IN MASON CITY, IOWA, FROM FEBRUARY 4, 1972 TO FEBRUARY 3, 1973, THE PROCEDURES USED, AND ITS RESULTS. IT WAS CONCLUDED THAT THE STUDY MUST PROCEED FROM CAREER EDUCATION AWARENESS TO IMPLEMENTATION OF THE AWARENESS IN THE INSTRUCTIONAL PROGRAM. IN SEVEN PAGES THE BODY OF THE REPORT DETAILS THE EXECUTION OF THE STUDY. IT IS FOLLOWED BY A 20-PAGE EVALUATION REPORT CONDUCTED BY A THIRD PARTY EVALUATION TEAM WHICH DIRECTED THEIR COMMENTS TO THE PROJECT'S SETTING, PURPOSE, DEGREE OF COMMUNITY INVOLVEMENT, ADMINISTRATION, AND MATERIALS USED. THE SECOND REPORT, "MODELS...," COVERS THE SAME TIME PERIOD BUT INCLUDES SEVEN SECONDARY SCHOOLS IN IOWA AS THE SITES FOR CAREER EDUCATION MODELS. THE PROJECT WAS DIRECTED TOWARD CAREER AWARENESS, ACCOMMODATION, AND EXPLORATION. HOW THIS WAS ATTEMPTED AND THE SCOPE OF ITS SUCCESS ARE TOPICS DISCUSSED IN THE EIGHTEEN-PAGE REPORT. APPENDED TO THE REPORTS IS A GUIDE FOR A CAREER EDUCATION PROGRAM AT THE ELEMENTARY LEVEL. IT CONSISTS OF THREE UNITS SUBDIVIDED BY CONCEPTS, GOALS, AND ACTIVITIES BY ACADEMIC AREAS. (AG)

ED 076755

PUBLICATION DATE.. 73

TITLE.. HIGH SCHOOL CURRICULUM GUIDE.

PERSONAL AUTHOR.. HOYT, KENNETH B.; WOLLARD, G. G.

DESCRIPTOR.. ADVISORY COMMITTEES; *CAREER EDUCATION; COOPERATIVE EDUCATION; *CURRICULUM GUIDES; EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; EDUCATIONAL PRACTICE; *HIGH SCHOOL CURRICULUM; JOB TRAINING; *SECONDARY GRADES; STUDENT ORGANIZATIONS; STUDENT PARTICIPATION; WORK EXPERIENCE

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 47P.; CAREER EDUCATION MONOGRAPH NUMBER 4

ABSTRACT.. RESULTING IN PART FROM A PROJECT DESIGNED TO IDENTIFY AND DESCRIBE COMPREHENSIVE PROGRAMS OF EXCELLENCE IN CAREER EDUCATION, THIS CURRICULUM GUIDE IS THE FOURTH IN A SERIES DESCRIBING CURRENT, SUCCESSFUL CAREER EDUCATION PRACTICES. INTENDED FOR HIGH SCHOOL TEACHERS, THIS MONOGRAPH IS A GUIDE TO THE CAREER EDUCATION CONCEPT AND THE PROCESS FOR IMPLEMENTATION IN THE SECONDARY CURRICULUM. AMONG THE TOPICS DISCUSSED ARE: (1) RATIONALE FOR CAREER EDUCATION, INCLUDING A DEFINITION OF CAREER EDUCATION AND PROBLEMS ASSOCIATED WITH IMPLEMENTING A CAREER EDUCATION PROGRAM, (2) 10 PROCESSES FOR IMPLEMENTING A CAREER EDUCATION PROGRAM, INCLUDING SUCH PROCESSES AS USING ADVISORY COMMITTEES, PROVIDING JOB-RELATED TRAINING, USING THE COMMUNITY AS LEARNING SPACE, ORGANIZING STUDENT CLUBS, AND CHARTING STUDENT PROGRESS, AND (3) NECESSARY CHANGES TO ENSURE SUCCESSFUL IMPLEMENTATION, SUCH AS STAFF AND CURRICULUM CHANGES. OTHER BOOKLETS IN THIS SERIES ARE AVAILABLE AS VT 020 082-VT 020 090 IN THIS ISSUE. (SB)

AVAILABILITY.. NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, CENTER FOR OCCUPATIONAL EDUCATION, P.O. BOX 5096, RALEIGH, NORTH CAROLINA 27607

ED 080711

PUBLICATION DATE..   73

TITLE..   SENIOR HIGH LEARNING RESOURCES FOR CAREER EDUCATION.

PERSONAL AUTHOR..   YORK, EDWIN; AND OTHERS

DESCRIPTOR..   *AUDIOVISUAL AIDS; *CAREER EDUCATION; CAREER PLANNING; CATALOGS; *INSTRUCTIONAL AIDS; INSTRUCTIONAL MATERIALS; OCCUPATIONAL INFORMATION; *RESOURCE GUIDES; *RESOURCE MATERIALS; SECONDARY GRADES

DESCRIPTIVE NOTE..   32P.

ABSTRACT..   THIS RESOURCE GUIDE WAS DEVELOPED TO PROVIDE A RECORD OF THE RESOURCES AVAILABLE TO SCHOOL MEDIA CENTERS IN THEIR EFFORT TO SUPPORT CAREER EDUCATION AT THE SENIOR HIGH SCHOOL LEVEL. INCLUDED WITH DESCRIPTIVE OVERVIEWS ARE LISTINGS OF: (1) DEVICES FOR INDIVIDUALIZED INSTRUCTION, (2) SIMULATIONS AND INSTRUCTIONAL GAMES, (3) GUIDANCE KITS, (4) CASSETTE TAPES, (5) TRANSPARENCIES, (6) FILMSTRIPS, (7) FILMS (8MM AND 16MM), (8) SLIDES, (9) PROFESSIONAL BOOKS AND DOCUMENTS, AND (9) SELECTED BOOKS FOR STUDENTS. A SUBJECT INDEX AND A LISTING OF THE NAMES AND ADDRESSES OF PUBLISHERS AND SUPPLIERS FURTHER DETAIL THE GUIDE. (SN)

INSTITUTION NAME..   NEW JERSEY OCCUPATIONAL RESOURCE CENTER, EDISON.